DOCUMENT RESUME

ED 315 565 CE 054 026

TITLE	RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
INSTITUTION	Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	Sep 89
GRANT	H133D80006
NOTE	92p.; For related documents, see CE 054 027-030.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Vocational Education; Demonstration Programs; *Disabilities; *Employment Services; *Job Placement; Performance Factors; *Rehabilitation Centers; Success; *Transitional Programs; *Validated Programs; Vocational Rehabilitation
IDENTIFIERS	Arkansas; Louisiana; New Mexico; Oklahoma; Texas

ABSTRACT

This document surveys the rehabilitation and independent living community in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas for programs and practices that demonstrate especially effective service delivery and can serve as role models. Section 1, the introduction, identifies the background and purposes of the Regional Rehabilitation Exchange (RRX) project, describes its scope, explains the RRX validation process, lists the prerequisites for validation, presents the criteria for validation, describes the assessment of critical factors, and identifies the implications for validated programs. Members of the Peer Review Advisory Council are listed in Section 2. Section 3 identifies staff associates in the five states in Rehabilitation Services Administration Region VI. Six exemplary programs of independent living services are profiled in Section 4. Section 5 provides descriptions of two exemplary programs for job placement services. Five exemplary programs in supported employment services are described in Section 6. Section 7 provides descriptions of four exemplary programs of transitional services. Each program description contains many of the following categories: name of the program, contact person, organizational client populations served, organizational services and activities, organizational mission, organizational profile, program description, program components, program characteristics, model activities, program outcomes, costs, staff, and a contact for further information. (CML)

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RRX Catalog of Exemplary Programs and Practices

U.S. DEPARTMENT OF EDUCATION
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September 1989

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  Tulsa Speech and Hearing Association

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BACKGROUND AND PURPOSES OF THE RRX PROJECT

The Regional Rehabilitation Exchange (RRX) Project was initiated in March 1983, when it first received funding from the National Institute on Disability and Rehabilitation Research (NIDRR), at that time called the National Institute of Handicapped Research (NIHR). The RRX surveys the rehabilitation and independent living community for programs and practices that demonstrate and can document especially effective service delivery to persons with disabilities and can serve as models for other agencies and organizations.

Using a detailed, uniform evaluation procedure that includes peer review, the RRX validates rehabilitation and independent living programs that are especially effective and recognizes them formally as exemplars. These exemplary program models generally demonstrate a high success rate, surpass established performance standards, show significant and stable results, are cost-effective, and include adaptable or transportable components.

One of NIDRR's goals is to promote the widespread use of proven, effective programs and practices among rehabilitation and independent living professionals. To address this goal, the RRX publishes and disseminates an annual *Catalog of Exemplary Programs and Practices* that contains individual summaries describing each program receiving exemplary designation.

The *Catalog* is provided to a wide audience of rehabilitation and independent living administrators, practitioners, and consumers interested in learning about the exemplary program models. In some instances, the RRX can broker and provide in-depth technical assistance to agencies or organizations interested in adopting or adapting an exemplary program model.

By identifying exemplary program models, informing the rehabilitation and independent living community about their operations and outcomes, and assisting organizations interested in implementing exemplary program model components, the RRX hopes ultimately to contribute to the continued improvement in services provided to persons with disabilities.

SCOPE OF THE RRX PROJECT

The RRX generally concentrates on identifying exemplary program models from the five states in Rehabilitation Services Administration (RSA) Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Although the project is confined to providing technical assistance only to agencies and organizations within this region, the project's Peer Review Advisory Council (PRAC) may at times identify exemplary program models from other parts of the country. Out-of-region exemplars are identified when doing so would supplement existing in-region models available to offer technical assistance.

The four service area categories, or "core areas", in which programs are reviewed and identified as exemplary, currently include:

- Job Placement Services,
- Transitional Services,
- Supported Employment Services, and
- Independent Living Services.

Definitions of these service categories are provided below.

JOB PLACEMENT SERVICES include any services targeted to the placement of persons with disabilities in competitive employment positions. Such services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disability. "Competitive employment positions" refers to employment positions that are available in the community and that could be filled by any qualified applicant, with or without a disability.

TRANSITIONAL SERVICES include any short-term training activities and/or related services that promote the transition of persons with disabilities to competitive working life. Training activities are designed to provide clients with a specific set of skills that can be used to secure and maintain competitive employment positions. "Short-term" refers to a period usually not more than 12-18 months; however, the critical factor is not a specific time period but the fact that, at some point, the client possesses the skills to work competitively and independently, without any ongoing, special services provided after job placement. Transitional Services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disabilities. Such services may be offered through secondary or post-secondary schools or community-based programs and facilities for adult clients.

SUPPORTED EMPLOYMENT SERVICES are designed to enable clients with severe disabilities to secure and maintain employment. Such services generally provide placement, training, and ongoing, long-term support that is necessary for clients to continue employment. These programs, then, do not lead to unassisted competitive employment; they are designed for persons with disabilities so severe that they are not eligible for traditional vocational rehabilitation services. Within this category, exemplary program models may focus on one or more of the following specific elements of supported employment services:

- innovative, creative funding arrangements,
- services for specific disability groups, and/or
- characteristics of effective job coaching.

INDEPENDENT LIVING SERVICES include a broad range of services designed to improve the quality of life for persons with severe disabilities via organizations and programs that are controlled by the consumers of those services themselves. Such services may include: (1) housing, (2) transportation/mobility, (3) living skills, (4) counseling, (5) community integration, and/or (6) employment-related services. Each of these areas is described below.

Housing services may include information and referral services; assistance with financial arrangements; provision of accessible housing; skills development focused on home safety, cleaning and maintenance, in-home mobility, and/or food planning and preparation; and any other services necessary for a person with a severe disability to obtain and maintain a desired level of independence in the broad area of housing.

Transportation/mobility services involve the development of personal and community resources to facilitate and increase mobility. Services may range from assistance with vehicle modification or purchase of a modified vehicle, to assurance of appropriate public transportation, to skills development in orientation and mobility.

Living skills services include training and assistance related to daily living needs. Services may include skills development related to communication, personal hygiene and dress, and problem-solving; provision of adaptive equipment or devices; and/or specialized training for personal attendants.

Counseling services may range from peer support services to ongoing individual counseling aimed at development of specific behaviors. Group counseling, personal and social adjustment counseling, sexuality counseling, and/or referral to appropriate professional counseling resources may be provided within this category.

Community integration services may involve a range of activities, including individual/group advocacy, recreation, consumer skills development, and/or training in basic academic skills.

Employment-related services address a variety of issues related to employment of persons with severe disabilities. They may include direct employment services such as job or career development, job placement, or supported employment services; training or support related to job modification, retention, or mobility; and/or community and employer awareness efforts focusing on the benefits of hiring persons with severe disabilities.

THE RRX VALIDATION PROCESS

Validation is a way of identifying those rehabilitation programs that are exemplary or outstanding in their results. It utilizes an evaluation system that applies a set of criteria to descriptive program information together with an onsite observation to determine whether the documented program effects are truly outstanding.

The schematic on the next page illustrates the sequence of events that constitute the RRX validation process. The process is begun when a potential exemplary program is nominated, either by persons within that program or by an outside third party well-acquainted with the program. RRX staff contact the nominees to determine whether they meet the validation prerequisites and if they desire to proceed with the validation process. If so, the nominee completes an Information Request Form and forwards it to RRX staff, who analyze it by applying a weighted information system.

After evaluating a program in regard to the data provided on the completed Information Request Form and according to the critical factors previously described, RRX staff may eliminate a nominated program from further consideration.

Reasons for eliminating a program at this point might include factors such as:

- failure of the nominated program to correspond with one of the core areas identified by the Peer Review Advisory Council;
- insufficient client outcome data, however defined by the program;
- inadequate descriptions of program operation; or
- incomplete client follow-up data.

If a program nominee is eliminated from further consideration, RRX staff will provide a written notification to program representatives, and no onsite visit is planned. If an application of the evaluation weighting criteria indicates that the nominated program should be reviewed further, an onsite visit is scheduled and the remaining steps (5-9) of the RRX validation process are followed.

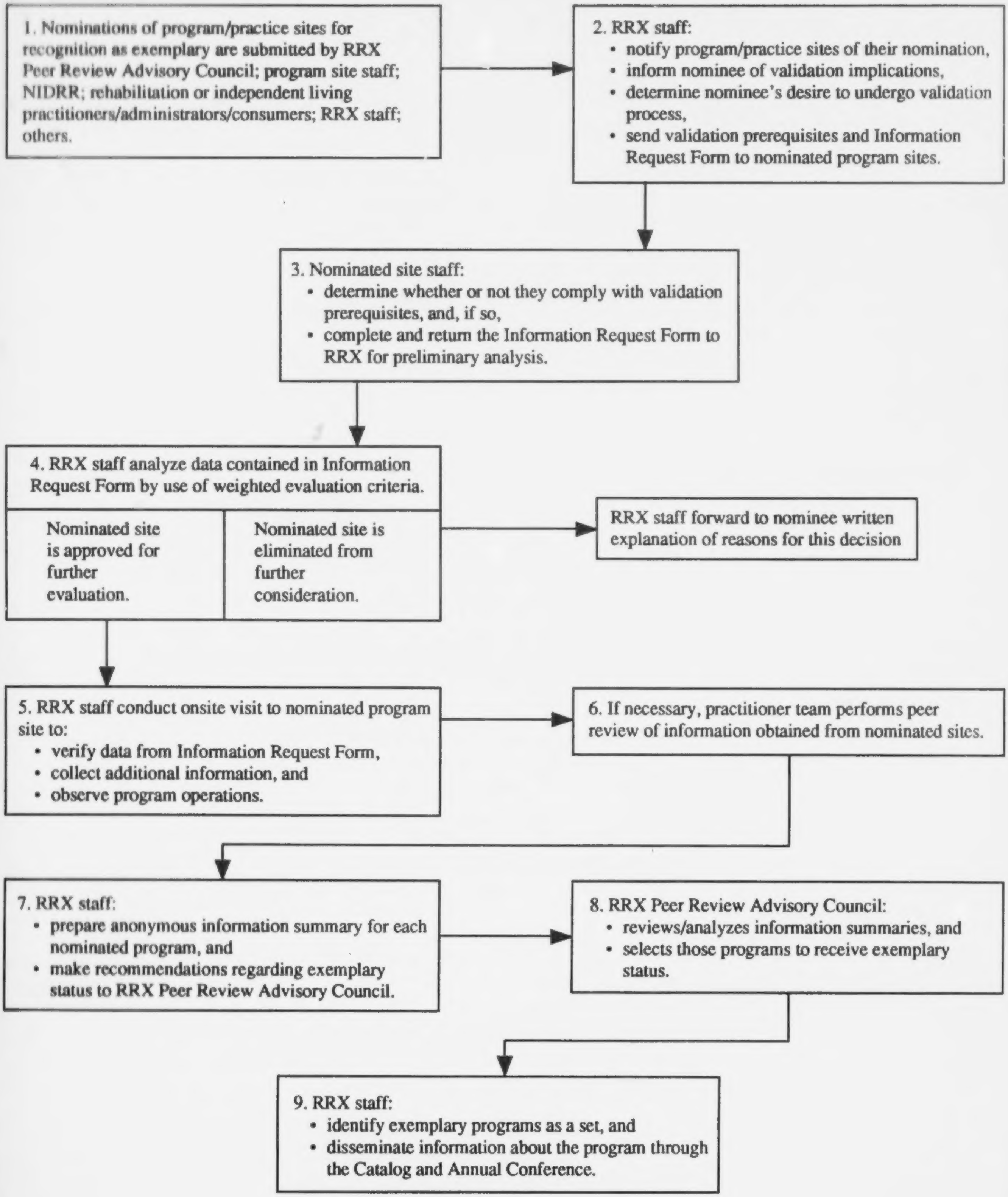
The RRX has published a *Validation Manual for Exemplary Programs and Practices* for each program core area. These manuals contain more detailed information concerning the validation process and specific examples to facilitate completing an Information Request Form. Copies of any of the manuals may be obtained by contacting the Regional Rehabilitation Exchange.

PREREQUISITES FOR VALIDATION

Each rehabilitation or independent living program or practice nominated for recognition as exemplary must meet a set of prerequisites. Before further program evaluation can occur, each nominated program must first assure that it:

- has clearly defined program goals, objectives, and activities;
- is performing activities that correspond to one of the current RRX core areas;
- has been in existence for at least two years prior to consideration as exemplary by the RRX Peer Review Advisory Council, and expects to continue operation for at least one year past the time of annual Catalog publication (July or August of each year), or has received a waiver from the RRX Peer Review Advisory Council;
- meets necessary state/federal certification or accreditation requirements, where applicable;
- can demonstrate program effectiveness through accumulated documentation of program services and client outcomes;
- has kept records of expenditures for a recent twelve- month period in the categories of personnel, facilities, equipment, and materials;
- is able to provide descriptive program information through the Information Request Form and an onsite visit;
- is willing to share descriptive information with interested rehabilitation or independent living professionals through telephone, letter, or onsite visits;

THE RRX VALIDATION PROCESS



1. Nominations of program/practice sites for recognition as exemplary are submitted by RRX Peer Review Advisory Council; program site staff; NIDRR; rehabilitation or independent living practitioners/administrators/consumers; RRX staff; others.

2. RRX staff:
- notify program/practice sites of their nomination,
- inform nominee of validation implications,
- determine nominee's desire to undergo validation process,
- send validation prerequisites and Information Request Form to nominated program sites.

3. Nominated site staff:
- determine whether or not they comply with validation prerequisites, and, if so,
- complete and return the Information Request Form to RRX for preliminary analysis.

4. RRX staff analyze data contained in Information Request Form by use of weighted evaluation criteria.

Nominated site is approved for further evaluation.

Nominated site is eliminated from further consideration.

RRX staff forward to nominee written explanation of reasons for this decision

5. RRX staff conduct onsite visit to nominated program site to:
- verify data from Information Request Form,
- collect additional information, and
- observe program operations.

6. If necessary, practitioner team performs peer review of information obtained from nominated sites.

7. RRX staff:
- prepare anonymous information summary for each nominated program, and
- make recommendations regarding exemplary status to RRX Peer Review Advisory Council.

8. RRX Peer Review Advisory Council:
- reviews/analyzes information summaries, and
- selects those programs to receive exemplary status.

9. RRX staff:
- identify exemplary programs as a set, and
- disseminate information about the program through the Catalog and Annual Conference.

- will keep records of these contacts and report periodic summaries to the RRX; and
- is willing to act as a technical assistance consultant to assist other organizations wishing to adopt or adapt the exemplary program model to their own service delivery systems.

Staff of the nominated program/practice will conduct a self-assessment for compliance with these prerequisites. If all requirements are met, nominated program staff will proceed with the validation process by completing the Information Request Form and returning it to the RRX for analysis.

CRITERIA FOR VALIDATION

Since its inception in March 1983, the RRX has developed, expanded, and refined the validation process by which exemplary rehabilitation and independent living programs are identified. The criteria used for validation have evolved into a system consisting of ten separate critical factors. These factors are related to a weighting system that assigns to each a specific weight relative to its importance in the evaluation process. The RRX Peer Review Advisory Council has adopted these criteria as being those characteristics of critical importance to be considered in the classification of all exemplary programs. The table on the next page presents and discusses each critical factor.

ASSESSMENT OF CRITICAL FACTORS

In reviewing the data contained on the Information Request Form, RRX staff analyze specific characteristics to determine the extent to which the nominee can provide descriptive information that addresses each of the ten critical factors. The RRX Peer Review Advisory Council has not established absolute expectations or standards for information relating to each of the ten critical factors. For example, it is not absolutely necessary that all factors be addressed at the same high level for a program to achieve exemplary status. Conversely, addressing only a few factors extensively, to the relative exclusion of others, may jeopardize the program's designation as exemplary.

During the peer review of nominated programs, available information is compared on all programs being considered for exemplary status at any one time. From this total set, a limited number of programs are selected as exemplary depending upon the relative cross-program rankings resulting from the review and comparison process.

In their selection of exemplary programs models, members of the RRX Peer Review Advisory Council keep in mind one of the main priorities of the project: to develop a pool of technical assistance resources representing a wide range of diverse approaches to rehabilitation and independent living service delivery issues.

There may be a number of in-region programs conducting similar activities and producing similar sets of outcomes. It is probable that not all examples of like programs will be recognized as exemplary, although several may demonstrate worthy program outcomes. For the same reason, out-of-region programs offering different services and producing sets of outcomes different from those documented by in-region programs may be identified as exemplary when such an addition to the available technical assistance resource pool would be favorable.

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Critical Evaluation Factors

CRITICAL FACTOR	DISCUSSION
Program Goals and Objectives*	Are program goals adequately reflected in program activities?
Target Population	What are the characteristics of the client group served by the program, e.g., age, education level, type/severity of disability?
Documentation	Are records related to client entry/exit, placement, follow-up, and program costs complete, up-to-date, and accessible?
Success Rate	Has the program developed measures for success which are objective, quantifiable, and appropriate to the priority area?
Cost-Effectiveness	What per-client costs are required to deliver program services?
Comprehensiveness	Does the program provide a full range of client services appropriate to achieving program goals?
Evaluation Criteria	By what methods are the outcomes of program operation assessed, by whom, at what intervals, and for what purposes?
Staffing Patterns	What types/number of staff, and with what qualifications, are required to implement the program?
Transportability	Can the program be replicated in another location with the expectation that similar results will be obtained?
Innovativeness	Does the program embody a novel approach to addressing the rehabilitation-related issue?

* This factor is the initial point of elimination. Programs not satisfying this criterion will be considered ineligible for exemplary status and will not undergo further consideration in terms of the remaining nine criteria.

IMPLICATIONS FOR VALIDATED PROGRAMS

Benefits to being identified as an exemplary program are frequently derived from the designation as a model to be emulated by others. It is possible to gain regional, as well as national, recognition as a unique, innovative, and effective program. This recognition earned from the larger rehabilitation or independent living community often enhances the local community opinion of the exemplary program.

To increase awareness of identified exemplary program models and to encourage their adoption or adaptation by other rehabilitation professionals, the RRX publishes and disseminates the *Catalog of Exemplary Programs and Practices*, which contains detailed descriptions of all programs validated by the RRX Peer Review Advisory Council. Copies of the Catalog can be obtained by contacting the RRX.

All rehabilitation and independent living programs or practices awarded exemplary status accept the responsibility to serve as a technical assistance resource to other agencies or organizations interested in implementing similar program components elsewhere. Representatives of exemplary program models should be willing to:

- make a presentation on the exemplary program model at the RRX Annual Conference in the project year in which the model is validated
- upon request, make program presentations at appropriate local, statewide, or regional professional workshops, meetings, or conferences
- share exemplary program model-related information with interested rehabilitation or independent living service providers through telephone contacts, written correspondence, or onsite visits
- maintain periodic communication with RRX staff to report any contacts that appear to have the potential to result in a technical assistance activity
- assist RRX staff and the state RRX Staff Associate in identifying service providers that might be appropriate to receive technical assistance
- act in the role of a consultant to provide technical assistance to other organizations wanting to adopt or adapt the exemplary program model, or one of its components, in their own service delivery systems; all formal technical assistance activities of this nature are scheduled in a manner mutually acceptable to exemplary program staff and staff of the adopting organization and are specified in a detailed Memorandum of Agreement signed by all parties involved, including the RRX
- prepare a report documenting the details of the technical assistance provided and any plans for follow-up with the adopting agency or organization
- provide feedback to RRX staff regarding the appropriateness and perceived effectiveness of technical assistance activity

As indicated in these exemplary program responsibilities, specific methods to encourage continued involvement with the RRX may include making formal presentations at local, statewide, and professional meetings or conferences. Such presentations allow the exemplary program staff to describe more fully to professional colleagues the operations and outcomes of the exemplary program or practice. As an example, all exemplary program models identified in any one project year are showcased at the RRX Annual Conference.

In addition to conference or workshop attendance, exemplary program staff may be requested to provide limited, more directed technical assistance and training to organizations interested in replicating components of exemplary program models in other locations. For both types of continuing technical assistance involvement with the RRX, a negotiated amount of the expenses for exemplary program staff participation is paid by the RRX.

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INDEPENDENT LIVING SERVICES

Dallas Center for Independent Living

Dallas Lighthouse for the Blind

Disabled Ability Resource Environment (DARE)

Hempstead County Association for Handicapped Citizens

New Vistas Independent Living Center

Volunteers of America

Regional Rehabilitation Exchange

June, 1989

INDEPENDENT LIVING SERVICES

Dallas Center for Independent Living

ORGANIZATIONAL MISSION

The goal of Dallas Center for Independent Living is to assist individuals with disabilities in the North Texas area increase personal self-determination and minimize unnecessary dependence upon others.

ORGANIZATIONAL PROFILE

Dallas Center for Independent Living is a service of the Association for the Disabled. It is unique in that the majority of the Board of Directors (10 of 13 members) and Center staff (6 of 12) are persons with disabilities. This representation is an effort to ensure the presence of the consumer viewpoint in the delivery of services. Services of the Center are coordinated with other community resources in such a manner as to avoid duplication and to fill gaps in existing services. Funding has been provided through a grant from the Texas Rehabilitation Commission, and community support through contributions is also encouraged. Currently, funds are provided by the Hunt Alternatives Fund, the Junior League of Dallas, and Ernst & Whinney.

During a recent 12-month period, the Center provided services to 503 persons, 119 of whom would be classified as elderly (i.e., over 55 years of age) and 88 of whom would be classified as school-age (i.e., between 10 and 22 years of age).

The Center has developed a detailed Administrative Manual for use in Independent Living Center (ILC) management. The Manual has been requested by and provided to other ILCs, and over the past two years, training has been provided by Center staff to four of the five new Independent Living Centers in Texas.

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ORGANIZATIONAL CLIENT POPULATIONS SERVED

- **Paralysis/Neurological**
- **Amputation**
- **Cerebral Palsy**
- **Hearing Impairment/Deafness**
- **Visual Impairment/Blindness**
- **Mental Health**
- **Mental Retardation**
- **Speech Impairment**
- **Multiple Disabilities**

PROGRAM COMPONENT DESCRIPTIONS/OUTCOMES

LIVING SKILLS SERVICES

(for the period October 1, 1987 - September 30, 1988)

In the area of living skills, the Center provides the following types of services:

- information and referral regarding independent living skills - 1512 contacts total
- interpreters for persons who are deaf and for Spanish-speaking consumers have been provided as needed
- an interagency training session for persons who are deaf/blind has been conducted at organizational headquarters
- various accommodations/aids for use by persons who are deaf/blind have been purchased and are available from a "lending library" for checkout by consumers who might be interested in purchasing them
- a message relay service is provided for persons who are deaf/blind
- braille materials are reproduced for distribution to the community of deaf/blind consumers
- training in the following skills areas has been provided: communication skills, personal hygiene skills, wheelchair and prosthesis maintenance and food preparation. Training is provided both at organizational headquarters and in the community, depending upon preference of the consumer.

In communication skills, 4 persons ranging in age from 30 to 40 years have received training, consisting of watching videos and completing informal assessments to determine the effects of training.

In personal hygiene skills, one consumer with a closed head injury was provided training.

In prosthesis maintenance, the Community Living Coordinator has provided training to 16 persons ranging in age from 30 to 65 years of age. During the training, a prosthetist discusses prosthetic care and answers questions on an individual consumer basis.

In food preparation, seven consumers have received training in structured cooking classes, with a particular emphasis on microwave cooking.

EMPLOYMENT-RELATED SERVICES

(for the period October 1, 1987-September 30, 1988)

The following types of employment-related services have been provided by the Center:

- public information activities to increase employer awareness of the benefits to hiring persons with disabilities - site visits are made to employers and information regarding disabilities and adaptations/accommodations is provided. Employer workshops are provided during the annual citywide Job Fair.
- job skills classes are taught on a monthly basis to review and inform participants of the skills involved in writing resumes, interviewing with employers, telephone etiquette, grooming, and "office politics." Additional topics include setting realistic employment goals, evaluating skills and employment preferences, and where and how to look for a job. During the past year, 30 persons have received training of this type, with individual results documented in case files.
- job development is conducted by the Employment Coordinator through personal visits to area businesses; personal job development is also addressed in the job skills classes provided to consumers
- a Job Bank is maintained and contains job leads resulting from employer visits
- referrals to and information on training programs are provided as appropriate
- advocacy is conducted on behalf of the consumer once he/she is placed in order to ensure proper training on the job site
- during the past year, 120 consumers have received employment-related services; 70 persons were placed in employment during this time, in positions with wages beginning at $4/hour and up.

TRANSPORTATION/MOBILITY SERVICES

(for the period October 1, 1987 - September 30, 1988)

In the area of transportation/mobility, the Center provides the following types of services:

- information and referral regarding personal transportation needs - 150 contacts total
- the staff Transportation Coordinator serves on the Elderly and Handicapped Advisory

Panel for the urban mass transit system and attends the Mobility Impaired Task Force Meetings made up of mass transit system board members, providing a means of advocating on behalf of consumers

- documented improvements in the urban mass transit system occurring as a result of organizational input include a rewritten 504 plan, the creation of a central dispatch system, retro-fitting of 84 lift-equipped buses, and the purchase of 55 new lift-equipped buses
- training in skills in using community-specific public transportation systems has been provided to 75 consumers, ranging in age from 18 to 60 years; training includes how to complete the proper forms to access the mass transit system and in learning how to use a bus schedule to plan independent intra-city travel.

COUNSELING SERVICES

(for the period October 1, 1987 - September 30, 1988)

In the area of counseling services, the Center provides the following types of services:

- information and referral contacts related to counseling services - 177 contacts total
- the Counseling Coordinator and appropriate volunteer peer counselors have provided counseling in 622 instances; counseling is offered in group settings, for the family, on an individual basis, or via the telephone, as appropriate or desired. Counseling may take any of the following forms: peer support; personal/social adjustment; individual self-advocacy/assertiveness skills; problem solving; or adjustment to disability. Sessions are primarily devoted to disability adjustment, problem solving, increasing self-esteem and self-confidence, and reality orientation.

All consumers participate in a general assessment which involves taking a social history, and those who desire counseling are seen individually several times to determine their needs specifically. Progress in meeting identified needs are documented and recorded in individual case files.

- peer counselor training is offered to interested persons in the community expressing an interest in being volunteer peer counselors. Classes last 11 weeks, approximately 4 hours per week, and are available only to those volunteers who have been interviewed by the Counseling Coordinator and have been admitted to the training program. The training follows a fully developed, structured curriculum, including a role play component. Once the training has been completed, volunteer peer counselors are called on an as-needed basis to address identified consumer counseling needs.

Peer counseling training classes begin approximately every 6 months; during the past year, 14 volunteer peer counselors have been trained. Peer counselors also are paired with consumers in a "telephone buddy" system, in which volunteers maintain periodic, regular contact with consumers who lack frequent community contact.

- quality and appropriateness of the peer counselor training and the peer counselors it produces are addressed by the following criteria:
    - all peer counseling training program applicants, prior to acceptance into the program, are screened for appropriateness and commitment to act as a volunteer peer counselor
    - all peer counselors must attend and graduate from an 11-week peer counselor training course
    - the Counseling Coordinator makes suitable matches between identified consumer needs and skills of a peer counselor
    - an Individual Living Plan (ILP) is developed with consumer input to outline goals and objectives of peer counseling sessions
    - consumers have ongoing contact with the Counseling Coordinator and volunteer coordinators who monitor progress between the peer counselor and the consumer
    - consumers are asked to complete evaluation forms on services received at the Independent Living Center, including peer counseling, after individual cases are closed
- to ensure that the outcomes of peer counseling sessions are fed back to DCIL staff for use in documenting progress in reaching ILP objectives, the following activities are undertaken:
    - peer counselors write case notes after each contact with a consumer, and these notes are included in individual consumer case files
    - peer counselors attend a monthly supervision group with the Counseling Coordinator and the Volunteer Coordinator to discuss progress, problems, ways of solving problems, etc.

COSTS

Organizational costs by category for providing all Dallas Center for Independent Living services for the fiscal year ending September 30, 1988 are as follows:

Category	Amount
Personnel	$254,601
Benefits	23,225
Space	40,175
Materials	21,763
Telephone	10,661
Transportation	14,464
Miscellaneous	81,385
TOTAL	$446,274

STAFF

Staff involved in providing services in the validated independent living program components are as follows:

Service Area	Job Title	Number of Staff	Time	Role
Living Skills	Training Coordinator	1	50%	Training
Employment	Employment Coordinator	1	100%	Job skills training; job development; job placement
Transportation/ Mobility	Information and Referral Coordinator	1	50%	I & R re: transportation; training
Counseling	Counseling Coordinator	1	100%	Determination of counseling-related needs; peer counseling training

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701
(512) 476-6861 (Voice/TDD)

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Regional Rehabilitation Exchange

INDEPENDENT LIVING SERVICES

Validated November, 1987
Updated September, 1989

Dallas Lighthouse For The Blind Independent Living Rehabilitation Program

CONTACT PERSON

Mr. Michael D. Hensley
Program Director
Independent Living Rehabilitation Program
Dallas Lighthouse for the Blind
4245 Office Parkway
P. O. Box 64420
Dallas, Texas 75206-0420
214/821-2375

CLIENT POPULATION PROFILE

Disability Group(s) Served:
Blind/Visually Impaired
(some with additional disabilities)

Age Range: 18 - 103 years of age

ORGANIZATIONAL MISSION

To help persons address the unique problems associated with adjustment to loss of vision in later life, through the delivery of rehabilitation and social services in the home or community settings.

ORGANIZATIONAL PROFILE

The Independent Living Rehabilitation Program is a part of Dallas Lighthouse for the Blind, a much larger organization primarily serving blind and visually impaired persons. Dallas Lighthouse for the Blind occupies several large buildings located on 2 1/2 acres of property near the downtown section of the city. The organization serves persons from 11 surrounding counties; it has plans for bringing together the community's various blindness-related agencies in an effort to identify and coordinate local services for visually impaired persons and to educate the general public about available programs and services. A number of vocational services are offered by the Dallas Lighthouse for the Blind, although the emphasis of the Independent Living Rehabilitation Program is primarily non-vocational in nature.

The governing board of the Lighthouse consists of 38 persons plus five life members; two of these persons are blind. The organization employs 205 persons; 127 of this number are disabled. Consumers have the opportunity to provide input into the organization by membership on the Board and the Consumer Coordination Committee, in addition to being represented at management meetings. During a recent 12-month period, the organization provided services to 910 persons, 396 of whom would be classified as elderly (i.e., over 55 years of age) and 5 of whom would be classified as school-age (i.e., between 10 and 22 years of age).

COUNSELING SERVICES
(for the period October 1985-August 1986)

PROGRAM DESCRIPTION

In the area of counseling services, the following types of services have been provided by the Independent Living Rehabilitation Program:

- information and referral contacts regarding counseling services are not formally recorded; however, records of all counseling services are maintained in individual consumer folders;
- counseling of one or more of the following types has been provided to approximately 125 persons during the period noted previously:
    - peer support counseling
    - personal/social adjustment counseling
    - counseling with family or other support group
    - sexuality counseling/training
    - alcohol/drug abuse counseling
    - individual self-advocacy/assertiveness skills counseling

Members of the professional staff who have provided counseling services include the Project Director, the Geriatric Social Worker, and the Outreach Coordinator. In addition, supervised volunteer peer counselors provide a variety of counseling services.

Staff are trained through attendance at inservice meetings and workshops, and by formal education. Prospective consumers are screened through an interview with a staff member in order to determine specific counseling needs before formal counseling sessions are begun. No formal post-counseling measure is used currently, although a number of instruments are being considered for future use. Counseling is offered in peer support, individual, and group formats; it is available on a regular/ongoing as well as an emergency/on-call basis.

A peer counseling training course for a maximum of 12 persons is offered once per year, for a duration of five months. Applications for elderly peer counselors are requested and interviews are conducted; peer counselor trainees are selected on the basis of these two sources of information. No assistance is provided to trainees during the training period; trainees must be totally independent (e.g., in terms of monetary support or transportation) in order to be able to participate. Following graduation from the peer counselor training course, graduates are supervised initially to determine ability to function appropriately. Support continues to be offered whenever it is needed.

COSTS

Annual costs for providing Counseling Services by the Independent Living Rehabilitation Program are as follows:

Category	Amount
Salaries	$ 19,400
Benefits	1,713
Space	0
Travel	8,000
Printing/Supplies	2,500
Communications	1,000
Equipment	500
Other service costs	500
TOTAL	$ 33,613

STAFF

Program staff for Counseling are identified as follows:

Job Title	Number of Staff	Time	Role
Project Director	1	35%	Management of peer counselor training; individual counseling
Rehabilitation Instructor	1	1%	Referral to counselors
Geriatric Social Worker	1	65%	Facilitation of self-help group
Outreach Coordinator	1	5%	Information/referral

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Regional Rehabilitation Exchange

INDEPENDENT LIVING SERVICES

Validated November, 1986
Updated September, 1989

Disabled Ability Resource Environment (DARE)

CONTACT PERSON

Dr. Thomas D. Carter
Executive Director
Disabled Ability Resource Environment
8929 Viscount, Suite 101
El Paso, Texas 79925
(915) 591-0800

ORGANIZATIONAL CLIENT POPULATIONS SERVED

- **Neurological Disorders**
- **Mental Retardation**
- **Cerebral Palsy**
- **Diabetes**
- **Paralysis**
- **Multiple Sclerosis**
- **Learning Disabilities**
- **Kidney Dysfunction**
- **Lupus**
- **Visual Impairment/Blindness**
- **Hearing Impairment/Deafness**
- **Mental Illness**
- **Orthopedic Impairment**
- **Amputation**
- **Speech Impairment**
- **Muscular Dystrophy**
- **Rheumatoid Arthritis**
- **Traumatic Brain Injury**
- **Spina Bifida**

Age Range: 0 - 83 years of age

ORGANIZATIONAL SERVICES/ACTIVITIES

- **Peer counseling**
- **Housing**
- **Personal attendant care referral**
- **Independent living skills**
- **Transition services for students**
- **Advocacy**
- **Information and referral**
- **Community education**
- **Job development**
- **Access to parking**
- **Transitional living**

ORGANIZATIONAL MISSION

Through political advocacy and a set of service programs, to deal with environmental barriers which restrict full integration into community life for people with disabilities.

ORGANIZATIONAL PROFILE

The non-profit independent living center now known as Disabled Ability Resource Environment (DARE) was begun in 1981 as a result of a grant awarded by the Texas Rehabilitation Commission to the West Texas Association for the Handicapped, a local consumer advocacy organization. Since then, the center has begun operating separately from its original parent organization and has expanded the range of services it offers to disabled residents of El Paso County. The organizational governing board is composed of ten persons, nine voting and one non-voting; the non-voting member is also the President of the Board of the West Texas Association for the Handicapped. Of these ten persons, all are disabled. The organization presently employs twelve full-time and three part-time staff members; of this number, eight are disabled. During a recent 12-month period, the organization has served a total of 626 county residents; 182 of these are classified as elderly and 80 are school-age (i.e., 10-22 years of age).

Whenever appropriate, services can be provided in American Sign Language, or in either English or Spanish (approximately 60 percent of the population of El Paso County is Hispanic, and staff estimate that this percentage is also reflected in the consumers receiving services).

PROGRAM DESCRIPTION

Across the four service area categories designated as exemplary and discussed in detail in the following narrative, the following outline of service provision generally applies:

I. Referral to the Independent Living Center
  - community outreach efforts
  - participation in the El Paso Festival, an annual community-wide health fair
  - direct consumer contact
  - local school districts
  - other local social service providing agencies
  - rehabilitation unit of a local hospital

II. Intake and documentation of client history

III. Assessment of Independent Living Skills

IV. Development of an Independent Living Plan (ILP)
  - with input from consumer
  - with involvement of entire service delivery staff
  - with specification of long-term goal; objectives; activities to be undertaken by consumer and by service delivery staff to achieve each objective; and target date and actual date of accomplishment
  - usually having an average of five objectives to be addressed during any one time interval
  - subject to quarterly review to assess consumer progress toward achieving objectives

V. Discharge of consumers from active participant roster when ILP objectives and long-term goal, as originally specified, have been met

PROGRAM CHARACTERISTICS

LIVING SKILLS SERVICES

(for the period October 1987 - September 1988)

In living skills, the organization provides the following types of services:

- information and referral, for which 501 contacts were documented
- referral of requests for accessibility/ modification assessments and modifications themselves to Texas Rehabilitation Commission and the city department of housing rehabilitation
- training for personal care attendants, consisting of a one-day course covering all aspects of attendant care
- interpreters for Spanish speakers and deaf persons
- loans of specialized equipment and adaptive devices, or referral to Texas Rehabilitation Commission for assessments of unique equipment needs and purchase, if necessary
- training in the following living skills areas:
  - personal hygiene (18 persons received and completed training); training is provided by the Independent Living Coordinator, Transitional Living Center Coordinator, and community professionals through a three-hour class offered once every six months; no formal training curriculum is followed, and skills following training are measured by demonstration of skills at the transitional living center and in the community
  - attendant management (this training is discussed in the HOUSING SERVICES Section)
  - problem solving/time management (25 persons received and completed training); training is provided by the Independent Living Coordinator through a three-hour class offered once every six months; no formal training curriculum is followed, and skills following training are measured by demonstration of skills at the transitional living center and in the community
  - problem solving/stress management (30 persons received and completed training); training is provided by the Independent Living Coordinator through a three-hour class offered once every six months; no formal training curriculum is followed, and skills following training are measured by demonstration of skills at the transitional living center and in the community

COUNSELING SERVICES

(for the period October 1987 - September 1988)

The organization provides the following types of counseling:

- **peer support:** counseling is provided by the Peer Counseling Coordinator and the Peer Counseling Assistant, both of whom have post-graduate academic degrees in guidance and counseling, as well as by trained peer counselors; additional, ongoing training in peer counseling is provided by workshops, seminars, and the peer counselor training session. The peer counseling sessions are offered on both an individual and group basis, and are continually ongoing. General topics of discussion include adjustment, coping skills, and acceptance of the disability. Counseling is evaluated by the consumer and outcomes have included increased self-esteem and greater awareness of individual abilities.
- **personal/social adjustment:** counseling is provided by the Peer Counseling Coordinator, ILS Coordinator, and the TLC Coordinator; additional, ongoing training is provided by workshops, seminars, consultation, and availability of a reference library. A three-hour class in personal/social adjustment is offered once every six months, as well as ongoing access to individual staff members for individual counseling. Regular visits are made to the rehabilitation unit of a local hospital to provide counseling as needed.
- **counseling with family or other support group:** counseling is provided by DARE's Executive Director, a licensed professional counselor. Continuing education in counseling is provided by attendance at workshops and seminars. Counseling has resulted in improved coping skills on the part of disabled individuals which have led to their movement out of dependent situations, increased attendance at school, and entering vocational training. In addition, improvements in family adjustment have been observed in the form of decreased protectiveness and increased emotional support and family harmony. Counseling is discontinued as a result of mutual agreement between the counselor and the consumer.
- **sexuality:** counseling is provided by the Peer Counseling Coordinator, ILS Coordinator, and the Executive Director. Ongoing training is provided by workshops, seminars, consultation, and access to a reference library. A three-hour class in sexuality is offered once every six months, in addition to ongoing, regular individual sessions.
- **individual self-advocacy/assertiveness:** counseling is provided by the Peer Counseling Coordinator, ILS Coordinator, and the Executive Director. Ongoing, continuing education is provided. Counseling is provided through group support sessions, individual counseling, and independent living skills classes in assertiveness. Adequacy of counseling is evaluated by consumers; results have included increased self-esteem, awareness of individual abilities, and involvement in such projects as advocating for improved access to community buildings and resources.
- **personal attendant management:** counseling is provided by the Personal Care Assistance Coordinator. Maintaining and updating counseling skills is assured through attendance at workshops, purchase of videotapes and other training materials, and subscribing to relevant publications. Counseling includes the following components:
  - pre-test on attitudes/knowledge of attendant care services and philosophy of attendant care, given to both consumer and attendant
  - discussion of ways in which the environment can be set up to maximize independence of disabled person
  - ways in which to develop a job description and work schedule
  - discussion of perspectives of both consumer and attendant
  - ways in which to identify problems and deal with them effectively if they should arise

After counseling and match of consumer and attendant, the Coordinator periodically contacts both persons for followup and will assist in resolving any difficulties.

HOUSING SERVICES

(for the period October 1987 - September 1988)

In the area of residential services, the organization provides the following types of services:

- information and referral regarding affordable, accessible housing.
- education/public awareness services to builders, including:
    - copies of barrier-free design plans
    - checks for accessibility in new apartment construction
    - contact with the local apartment association for dissemination of accessibility guidelines/plans for new members and those members planning renovations to existing structures
- housing alternatives, including:
    - conventional housing, with rent subsidies
    - accessible housing, with rent subsidies
    - a transitional living center which currently houses four physically disabled consumers for limited periods of time
    - a project under the HUD 202 program to build eight accessible housing units and rent them to consumers is presently being pursued
- training in the following skills areas:
    - home safety skills
    - home maintenance skills
    - cleaning skills
    - food planning and preparation skills and food budgeting
    - use of housing-related attendant services

Training in these areas is provided by the Independent Living Coordinator, Transitional Living Center Coordinator, and professionals from the community. In home safety and home maintenance skills, no formal training curriculum is followed, but three-hour classes utilizing lecture, discussion, videos, and handouts are provided approximately once every six months; in addition, staff provide ongoing training at the transitional living center. In food planning and preparation skills, separate three-hour classes in shopping and cooking are held approximately every six months; ongoing training is also provided at the transitional living center. Skill level is assessed during intake, and measurement of competency following training is made through direct observation.

Training in cleaning skills is provided in an ongoing manner at the transitional living center by having consumers participate in house cleaning tasks. A formal training curriculum is followed, with specific objectives, activities, and materials. Skill level is assessed during intake and documented daily during training. Following training, competencies are measured at the transitional living center and in followup visits after the consumer has left the center.

Training in attendant management is provided by the Personal Care Assistance Coordinator through use of videotapes and a thorough discussion of the following topics:

- attendant care philosophy
- attendant/attendee relationship
- time management and organization
- negotiation of job description, work schedule, and pay rate
- special situations
- training a replacement

Request for a personal care attendant is made during intake. Skills resulting from training are observed and measured directly.

COMMUNITY INTEGRATION SERVICES

(for the period October 1987 - September 1988)

In the area of community integration services, the organization provides the following types of services:

- information and referral
- increasing access to community activities/events, through:
    - participation in local Health Fair and community festival
    - membership on the Mayor's task force to develop and implement a plan for total community accessibility
    - provision of sensitivity training for administrators at a local university and for local Girl Scout council
    - work with the city newspaper to include accessibility information in restaurant reviews
    - consultation with retailers to improve store accessibility
    - voting registration and transportation for disabled persons
    - production of public service announcements
    - workshop for women with disabilities
    - career day presentations in the schools
- involvement in advocacy efforts, including:
    - correspondence with state and federal legislators
    - sponsorship of a press conference on proposed budget cuts in human services

  - encouraging consumers to participate in public hearings on issues which affect them
  - intervention with employers and governmental agencies (e.g., Social Security, Texas Rehabilitation Commission)
- coordination with other local service providers, including:
  - protective services
  - membership on boards of other agencies: Lighthouse for the Blind, Planned Parenthood, Foundation for Head Injury, a local hospital, developmental disability project, and local school district programs
- training in the following skills areas:
  - skills in managing personal finances
  - consumer skills
  - skills in using personal attendant services

Training in the above three areas is provided by the ILS Coordinator, Housing Coordinator, and professionals from the community. Three-hour classes are offered in each area once every six months; no formal training curriculum is followed except in the personal attendant services area.

COSTS

Annual costs for providing services, by service area category, are as follows:

Service Area	Category	Amount
Living Skills	Personnel	$19,200
	Space	750
	Materials	418
	Equipment	5,000
	Transportation	570
	TOTAL	$25,938
Counseling	Personnel	$19,200
	Space	750
	Materials	418
	Equipment	954
	Transportation	570
	TOTAL	$21,892
Housing	Personnel	$19,200
	Space	750
	Materials	418
	Equipment	954
	Transportation	570
	TOTAL	$21,892
Community Integration	Personnel	$19,200
	Space	3,000
	Materials	1,672
	Equipment	3,816
	Transportation	2,280
	TOTAL	$29,968

STAFF

Program staff across the four service area categories discussed in previous sections are as follows:

Job Title	Number of Staff	Time	Role
Executive Director	1	100%	Administration; presentations and advocacy; individual/ family counseling; attendant management counseling
Independent Living Skills Coordinator	1	100%	ILS training; personal growth and management training; community access training
Transitional Living Center Coordinator	1	100%	Assistance in locating subsidized housing; home management skills training; in-residence training in IL skills
Housing/PCA Coordinator	1	100%	Assistance in locating accessible housing; counseling in housing; attendant management training; attendant management counseling
Peer Counseling Coordinator	1	100%	Conduct of peer support groups; coordination of peer counseling match-ups; peer counselor training
Outreach/I & R Coordinator	1	100%	Participation in community events; dissemination of information about disability issues
Volunteer Peer Counselors	Varies	Varies	Assistance in conducting support groups
Van Driver	1	50%	Transportation appropriate for all services

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange

INDEPENDENT LIVING SERVICES

Validated November, 1986
Updated September, 1989

Hempstead County Association for Handicapped Citizens

CONTACT PERSON

Ms. Patti Manus
School of Hope -
Supervised Living Component
Hempstead County Association For
Handicapped Citizens
P. O. Box 1540
Hope, Arkansas 71801
(501) 777-4501

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Mental Retardation
Visual Impairment
Hearing Impairment/Deafness
Cerebral Palsy
Hearing Impairment/Autism
Multi-handicapped
Seizure Disorders

Age Range: 18-50 years of age

ORGANIZATIONAL SERVICES/ACTIVITIES

Independent living
Preschool and early intervention
Education (elementary through secondary level)
Adult development
Medical/health care
Respite care
Physical/occupational/speech therapy
Counseling
Food service
Transportation
Foster care

ORGANIZATIONAL MISSION

The School of Hope's mission is to provide and secure services for persons with developmental disabilities on an individual basis so they can attain the highest level of self-fulfillment and self-sufficiency in all aspects of life.

ORGANIZATIONAL PROFILE

The School of Hope is a non-profit organization located in a relatively small town in southwestern Arkansas, a primarily rural state. The larger organization of which the Supervised Living Component is a part offers a wide range of services, primarily to individuals with developmental disabilities.

Clients and their family members are provided opportunity for input to the organization through regularly scheduled conferences and access to individual staff members. In the organization's Supervised Living Component, clients are encouraged to share ideas during group meetings and through direct communication with the staff members involved.

During a recent 12-month period, the organization provided services to 130 people. Of this number, one person could be classified as elderly (i.e., over 55 years of age) and 58 could be classified as school-age (i.e., 10-22 years of age). Twelve persons currently serve on the organizational governing board; none are disabled but four are parents of someone who is disabled. Forty-four persons are employed by the organization; of this number, two are disabled.

School of Hope-Supervised Living Component

PROGRAM DESCRIPTION

Two service area categories were designated as exemplary and are discussed in the following narrative. Once a client has been admitted to the Supervised Living Component, housing is provided every day of the year and training services are provided in a structured program four to six hours per day, five days per week. Informal and less structured training is in effect the remainder of the time. Supervision is provided on a 24-hour basis to answer individual client needs.

Using the concept of six developmental levels of independent living, admission and exit criteria have been established that allow for movement from one level to another. The first, second, and third levels are provided for within a group home setting, while the fourth and fifth levels are addressed within an apartment complex. The sixth and final level is provided in an integrated setting within the community. Curriculum activities are provided using the living facilities as well as appropriate community settings. House managers, outreach workers, technicians, and other professionals act as instructors for training activities and provide individual activities on a daily/weekly basis utilizing learning situations in the community. A case manager assists the client in securing necessary support services.

Once a client has been in the program for thirty days, staff members combine efforts to develop an Individual Habilitation Plan (IHP). At this staffing, the House Manager, Outreach Worker, technicians and coordinator meet with the client and his/her parents or guardians to assess individual clients' strengths and weaknesses. Specific short-term and long-term goals are established. This staffing committee meets every three months to update the IHP, discuss client progress, and establish new goals and objectives, if necessary. This meeting provides the client the opportunity to discuss what he/she likes or dislikes about the program, and to make plans for achieving a long-term independent living goal. A new IHP is written annually.

Exit from the Supervised Living Component can be as a result of any one of several options:

- client request, or request of parent or guardian
- recommendation of the IHP committee
- transfer to an alternate program upon IHP committee recommendation

PROGRAM CHARACTERISTICS

HOUSING SERVICES

(for the period ending September 1989)

In the area of residential services, the program provides the following types of services:

- information and referral regarding affordable, accessible housing, for which 25 contacts were documented; three of these were related to assistance in arranging for financial assistance in housing
- a range of housing options:
  - three accessible group homes, one for males and two for females, each one capable of housing up to twenty persons
  - one 24-unit apartment complex consisting of five 1-bedroom apartments equipped for wheelchair users, 18 1-bedroom apartments not so equipped, one 2-bedroom apartment, and one apartment for the site manager; recreation room and laundry facilities are also provided onsite
- training in the following skills areas:
  - home safety skills (52 persons trained)
  - cleaning skills (42 persons trained)
  - food planning and preparation skills (40 persons trained)

OUTCOME

Training in these skills areas is provided by the Outreach Worker, House or Site Manager, Adult Technicians or Nurses. Training is provided on either an individual or group basis and is tailored to clients according to needs identified and documented on IHP's. A formal training curriculum is followed in the areas of home safety skills and food planning/preparation skills. Entry and exit skills are assessed by behavioral checklists and outcomes are documented on IHP data sheets.

COMMUNITY INTEGRATION SERVICES

(for the period October 1987 - September 1989)

Access to available community services or events is provided through planned activities each week: attendance at movies, ball games, rodeos, county fairs, pageants and other activities relating to the IHP. Residents of the apartments select their own activities, although transportation is provided, if necessary. Recreational activities are provided by staff in the form of bingo parties, dances, and movies. Once a year, clients are given the opportunity to take a 4- to 6-day vacation, spent in a motel or cabin.

Involvement with other community-based programs is through the local mental health agency, Job Corps, and community college, in addition to the food stamp program and commodities distribution council.

Training is provided in the following skills areas:

- socialization skills (52 persons received training)
- skills in managing personal finances (30 persons received training)
- consumer skills

OUTCOME

Training in these areas is provided by the Outreach Worker, the House Manager, Apartment Manager, Adult Technicians, Program Coordinator, or Counselor. A formal training curriculum is followed in teaching skills for managing personal finances. Instruction can be provided on either a group or individual basis and is based on the results of assessments made before training begins.

The effects documented from socialization skills training include increased self-confidence and display of appropriate social behaviors. Effects of personal finances management include the ability to meet monthly finances on time and to devise grocery lists within budget limits established by staff. Results of consumer skills training include the ability to shop wisely enough to permit income to last from one payday to the next.

COSTS

Annual costs for providing services across all service categories are as follows:

Category	Amount
Personnel	$403,111
Space	177,676
Materials	11,805
Equipment	7,864
Transportation	14,146
TOTAL	$614,602

Calculated cost per client per year is $11,820, based upon an average of 52 clients per year.

STAFF

Job Title	Number of Staff	Time	Role
House Manager	14	100%	Maintaining safe/clean living environment; general training in skills areas
Apartment Manager	1	100%	Maintaining safe/clean living environment; general training and role modeling
Outreach Manager	1	50%	Scheduling and coordinating Outreach activities from both center and residential sites
Outreach Worker	4	50%	Instruction in specifics of daily living; encouraging participation in use of available community/program services
Case Manager	1	50%	Providing case management for clients and assuring that all necessary services are available
Nurse	2	70%	Administering medication and meeting other medical needs; instruction in health-related self-help skills

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Regional
Rehabilitation
Exchange

INDEPENDENT LIVING SERVICES

Validated November, 1986
Updated September, 1989

New Vistas Independent Living Center

CONTACT PERSON

**Ms. Linda Tonsing-Gonzales
Director
New Vistas Independent Living Center
2025 South Pacheco, Suite 105
Santa Fe, New Mexico 87505
(505) 471-1001 (Voice/TDD)**

ORGANIZATIONAL CLIENT POPULATIONS SERVED

- **Orthopedic Impairments**
- **Spinal Cord Injuries**
- **Neurological Disorders**
- **Amputation**
- **Hearing Impairment/Deafness**
- **Visual Impairment/Blindness**
- **Head Injury**
- **Learning Disabilities**
- **Mental Illness**
- **Mental Retardation**
- **Multiple Disabilities**

ORGANIZATIONAL MISSION

The goal of New Vistas Independent Living Center is to expand options for people with disabilities by providing a wide range of services which assist them in achieving a more independent, self-directed lifestyle.

ORGANIZATIONAL PROFILE

New Vistas Independent Living Center (NVILC) has major offices located in Albuquerque, Santa Fe and Las Cruces, and satellite offices in Raton and Truth or Consequences. The total catchment area includes thirteen counties in north, central, and southern New Mexico.

NVILC began operations in 1981 under a federal grant from the Department of Education-Title VII, Part B funds. Since that time, the funding base has more than tripled and includes federal, state and private foundation grants. The governing board of New Vistas complies with federal requirements of a majority of persons with disabilities comprising the membership. As of July 1989 the board had 9 members, five of whom have disabilities. The NVILC 1988 annual report noted a total NVILC staff at 29 persons, 18 of whom are persons with disabilities (62%). Of those 18 persons, 14 are managers of programs or staff. In addition, there were 25 peer counselors noted - all of whom have disabilities.

During the same fiscal period (1988) 884 persons were served throughout the 13-county catchment area. Approximately 20% would be classified as elderly and 10% as school age (10-22 years old).

A unique aspect of NVILC is the commitment to develop independent, community based ILCs, and to this end, the Albuquerque office will be completely separate from NVILC by April 1990, and Las Cruces will be its own community-based program by January 1, 1991. NVILC hopes to expand independent living services to other areas of the state, currently unserved, as well.

PROGRAM DESCRIPTION

Across the five service area categories designated as exemplary and discussed in detail in the following narrative, the following outline of service provision generally applies:

I. Referral (from another service agency, social worker, friend, relative); request for service from the consumer himself/herself is encouraged, rather than from a third party

II. Intake and documentation (biweekly consumer meetings are held in which all staff are involved; at this meeting, information regarding new consumers is shared and cases are opened and assigned to staff)

III. Assessment and determination of appropriate services through initial meetings with consumer

IV. Development of an Individual Program Plan (IPP)
- according to consumer desires
- with input of other service staff as appropriate
- with specification of:
  - long-term independent living goal(s)
  - behavioral objectives
  - activities to be pursued to accomplish objectives
  - target date and actual date of accomplishment
- with progress tracked monthly and revised as appropriate

V. Termination of relationship with the organization once long-term goal(s) has/have been achieved, or at the request of the consumer

PROGRAM CHARACTERISTICS

LIVING SKILLS SERVICES

(for the period October 1988 - September 1989)

In the area of living skills services, the center provides the following types of services:

- information and referral of screened and/or trained personal care attendants - 133 requests were documented (statistics for Albuquerque office only) and 357 attendant referrals were made
- a three- to five-day attendant training in conjunction with local hospitals or rehab centers at all three offices; 25 persons were trained to be personal care attendants; topics covered include concepts of independent living, body mechanics, bowel and bladder management, skin care, communication skills, disability awareness, CPR and First Aid
- attendant management training for consumers who are attendant users on a one-to-one basis, teaching the mechanics of managing an attendant or in group Life Skills classes (Albuquerque office only at this time); 41 consumers received attendant management training (statistics for Albuquerque office only); topics include interviewing techniques, conflict resolution, job descriptions, assertiveness, communications
- housing accessibility surveys and housing referral services; 29 surveys were conducted and 76 housing referrals were made (statistics for Albuquerque office only)
- as of August 1989, U. S. West Communications has provided start up funding for a toll-free, statewide TDD relay service for speech and hearing impaired persons throughout New Mexico; the New Mexico Relay is housed at the Albuquerque office of NVILC and provides, on the average, 1300 relay calls per week

HOUSING SERVICES

(for the period October 1988 - September 1989)

In the area of housing services, the organization provides the following types of services:

- information and referral regarding affordable, accessible housing, for which 48 requests for housing were documented and 76 referrals made (statistics for Albuquerque only)
- education/public awareness services to builders through a conference in which interested consumers, landlords, and builders discussed adaptable housing techniques, a model house was built and used as an example of how housing modifications can be made, and a brochure pertaining to accessible housing was developed and disseminated
- computerized Resource Bank for the Albuquerque metropolitan area, which includes listings of available accessible rentals according to price range, size, location, etc. A transitional services program in the Santa Fe office provides individual assistance in locating housing and identifying necessary community support programs as well as offering limited financial assistance for housing expenses
- training in the following areas:
    - home safety skills
    - cleaning skills
    - food planning and preparation skills
    - use of housing-related attendant services

Training in these areas is provided by the Transitional Services Coordinator, the ILS Evaluator/Trainer, the ILS Coordinator, and Peer Counselors and can be offered on either a group or individual basis. With the exception of the attendant management training, which follows a formal agenda, no formal curriculum is followed in training in the other skills areas. Skills as assessed at intake provide a baseline against which to compare the results of the training, which can be directly observed, or which may be assessed with questionnaires or personal interviews. As noted earlier, progress toward achieving individual objectives is documented on IPP's.

COMMUNITY INTEGRATION SERVICES

(for the period October 1988 - September 1989)

In the area of community integration services, the following types of services are provided by the organization:

- information and referral, for which 3223 contacts were documented
- access to community services/events - sponsorship of an annual gathering of service providers, product manufacturers, disabled artists, athletes, and other consumers for purposes of education, information sharing, and awareness building
- advocacy - testimony before the legislature and at other public hearings
- sponsorship of a consumer conference ("Our Voice is New") for people with developmental disabilities (LD, MR, HI) living on their own;
- training in the following skills areas:
    - socialization skills (28 persons trained)
    - sexuality (8 persons trained)
    - skills in managing personal finances (8 persons trained)
    - consumer skills (52 persons trained)
    - skills in using personal attendant services (41 persons trained)
    - peer counseling training (29 peer counselors trained)

Training in these areas is provided by the Transitional Services Trainer, the ILS Evaluator/Trainer, the Peer Counseling Coordinator, and the Peer Counselors. Socialization skills training takes place individually or in groups; it is experiential and involves actual field trips, group exercise, and individual assignments. For training in managing personal finances, training generally takes place in groups and involves exercises such as keeping a budget and money identification, as well as experiential activities such as shopping. Consumer skills training generally occurs on a one-to-one basis and centers around a person's specific needs, e.g., how to hire/fire an attendant, how to advocate for social services. Training in personal attendant services takes place in a group setting, using a 3-5 day workshop format and covering a variety of appropriate topics. Peer counselor training involves an intensive five-day workshop using a formal curriculum.

EMPLOYMENT-RELATED SERVICES

(for the period October 1987 - September 1988)

Services related to employment and offered by the organization include:

- public information activities:
    - individual orientations to employers on a one-to-one basis
    - vocational exploration project for deaf persons
    - presentations to groups of business people
- assistance in locating/maintaining employment:
    - one-on-one counseling on job issues
    - job seeking skills training
    - vocational evaluations
    - employer education and on-the-job assistance
    - clerical training, placement, follow-up
    - job try-outs, on-the-job training, competitive placements
- job development, through Job Club activities and teaching of job seeking skills
- job retention assistance, through follow-along services in which employers are educated on disability issues and both the employer and employee are worked with on an individual basis until it is evident that the consumer can continue on his/her own
- vocational exploration project by which employment experiences are provided to hearing-impaired senior students at the state school for the deaf; in this program, students are given the opportunity to try out three different job sites with the following support services:
    - interpreters
    - counseling
    - on-the-job training
    - peer group meetings
    - job seeking skills training
- rural employment services specific to placing persons living in rural counties in competitive and OJT situations (29 persons documented)
- teaching of job seeking skills and money management skills to high school students in special education classes at the local alternative high school
- job seeking skills training, for which 19 persons have received and completed training in the following areas:
    - completing applications and resumes
    - practice on interview skills, including videotaping and playback
    - how and where to look for a job; followup on interview
    - group support in locating employment

A total of 122 persons have received employment-related services; of this number, 58 employment placements have been documented. Wage range resulting from these placements is $3.35 - $5.50 per hour. In addition, 41 persons received evaluation or clerical training services.

COUNSELING SERVICES

(for the period October 1987 - September 1988)

Counseling services have been provided to 161 persons during the period noted above. Persons providing the counseling include the ILC Counselor, Transitional Services Coordinator, Peer Counselor Coordinator, and peer counselors (both paid staff and volunteers). Peer counselors located in offsite areas of the state are trained in an intensive five-day program and are provided with a one-day inservice on a quarterly basis, in addition to being able to access the Peer Counseling Coordinator on an as-needed basis.

The following specific types of counseling services are provided:

- peer support counseling
- personal/social adjustment counseling
- counseling with family or other support group
- individual self-advocacy/assertiveness skills counseling

In all cases, counseling can be provided on either an individual or group basis and is continued until the desired objective is reached, by mutual agreement between the counselor and the consumer.

STAFF

Program staff are identified as follows:

Job Title	Number of Staff	Time	Role
IL Services Coordinator	2	75	• information and referral on housing • attendant management training
ILS Evaluator/Trainer	1	100	• independent living skills evaluation and training • counseling
Transitional Services Coordinator	1	100	• locating accessible housing • community and family liaison • providing community integration services
ILC Counselor	1	50	• consumer counseling
Peer Counseling Coordinator	1	75	• peer counselor training/supervision/ continuing education
Consumer Resource Advocate	2	75	• housing assessments • attendant referral and management training
Resource Bank Coordinator	1	100	• housing surveys • attendant referral • data management • community liaison
Deaf Services Specialist	1	100	• communication skills • employer relations • community liaison • training/placement/follow up
Peer Counselors	29	varies	• outreach consumer counseling
Evaluation Specialist	1	100	• consumer evaluation • consumer job training
Job Placement Specialist	1	100	• Consumer job placement and follow-along • employer development

COSTS

Annual costs for providing services by service area category are as follows (based on 1985-1986 statistics):

Service Area	Category	Amount
Living Skills	Personnel	$ 4,969
	Space	4,234
	Materials	523
	Equipment	125
	Transportation	853
	TOTAL	$10,704
Housing	Personnel	$19,008
	Space	4,234
	Materials	523
	Equipment	125
	Transportation	853
	TOTAL	$24,743
Community Integration	Personnel	$37,933
	Space	24,405
	Materials	3,138
	Equipment	750
	Transportation	5,118
	TOTAL	$72,344
Employment	Personnel	$19,072
	Space	4,234
	Materials	523
	Equipment	125
	Transportation	853
	TOTAL	$24,777
Counseling	Personnel	$25,191
	Space	16,936
	Materials	2,092
	Equipment	500
	Transportation	3,412
	TOTAL	$48,131

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Austin, Texas 78701
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Regional Rehabilitation Exchange

INDEPENDENT LIVING SERVICE

Validated November, 1986
Updated September, 1989

Volunteers of America

ORGANIZATIONAL MISSION

To assist mentally retarded/developmentally disabled and chronically mentally ill persons to move from institutional or group home settings toward independence, through help in locating housing and/or employment or through development of skills needed to maintain their independence.

ORGANIZATIONAL PROFILE

The Independent Living component of Volunteers of America began providing services in 1979 when it was funded as the first Independent Living Program in the state of Louisiana. Serving the greater New Orleans area, the program has since grown and expanded to support 90 persons in community-based apartments; of this number, 54 persons are supported in clustered apartment sites, and 36 persons in scattered apartment sites. An Advisory Board is currently being recruited; the larger organization of which the program is a part has a Board of Directors. Seventeen persons are presently employed by the program; one is disabled.

Applicants to the Independent Living Program are typically functionally disabled in three or more of the following areas of major life activity:

- self-care
- receptive and expressive language
- learning
- mobility
- self-direction
- capacity for independent living
- economic self-sufficiency

Persons enrolled in the program are required to attend either vocational training programs or to work.

CONTACT PERSON

Mr. Neil Granstrand
Program Director
Volunteers of America
2900 Veteran's Boulevard, Suite 102
Metairie, Louisiana 70002
(504) 834-7015

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Mental Retardation
Mental Illness

Age Range: 18-65 years of age

HOUSING PROGRAM

PROGRAM DESCRIPTION

In the service area category of Housing which has been designated as exemplary and which is discussed in detail in the following narrative, the following outline of service provision generally applies:

I. Referral (from clients and clients' families; group homes; institutions; state agencies serving developmentally disabled or mentally ill persons)

II. Evaluation using the Performance Assessment Scale (PAS), within 30 days of program admission; the ten domains of evaluation, each of which consists of a number of major skill areas, included in the PAS are:
  - personal care
  - cleaning and maintenance
  - food and cooking
  - social and communication
  - safe community living
  - understanding money
  - shopping
  - recreation and leisure
  - community orientation and travel
  - financial

III. Development of an Individual Habilitation Plan (IHP) by an interdisciplinary team, with input from the client; specific learning objectives are targeted in the IHP and are intended to be achieved within a one-year period, with:
  - 5-7 objectives set for any one period of time
  - monthly assessment of progress through documentation of performance of desired behavior
  - quarterly revision and update of IHP objectives following mastery
  - periodic assessment to ensure that originally documented skill level is retained
  - yearly evaluation of effectiveness of training, through administration of appropriate portions of PAS

IV. Training in skills areas appropriate for achieving objectives contained in the IHP; training is conducted in the person's home, usually on a one-to-one basis

V. Discharge from the program once all objectives identified following initial assessment have been met and client's long-term goal has been reached.

HOUSING
(for the period October 1988 - September 1989)

In the area of residential services, the program provides the following types of services:

- **Information and referral regarding affordable, accessible housing, for which 139 contacts were documented, with 42 related to help in arranging for financial assistance in housing**

- **Housing alternatives:**
  - **two persons sharing 2-bedroom apartments in clusters of apartments leased by the program**
  - **living alone or sharing an apartment, leasing in one's own name, outside the cluster**

- **Training in the following skills areas:**
  - **home safety skills**
  - **home maintenance skills**
  - **cleaning skills**
  - **food planning and preparation skills**

Training in these areas is provided by the on-site live-in counselor. A curriculum for training in these areas exists in the form of task analysis training programs relating to an individual skill being trained. Other training curricula have been developed using "lessons" in various skill areas (e.g., check writing) that begin at a very basic level and continue through total skill acquisition. The client is started on these lessons at the point of his/her entering skill level and progresses to the more advanced levels. The IHP established for each client is written in behaviorally observable, measurable, time-framed objectives addressing the particular skill being taught. The training materials, methods, and strategies are delineated as part of the plan, including the number of times training occurs each week, for each objective.

A total of 139 persons have received and completed training in each of the skills areas noted above, in accordance with the objectives contained in IHP's. During the time frame indicated earlier, 42 persons have completed training in these areas, as a function of their having mastered the associated behavioral objectives.

COSTS

Costs for serving persons in the two programmatic components were provided independently, and are presented separately below.

Category	MR/DD Amount	MI Amount
Personnel	$178,567	$129,307
Space	14,500	10,500
Materials	2,828	2,048
Equipment	32,831	23,774
Transportation	4,391	3,179
Other	47,024	34,052
TOTAL	$280,141	$202,860

With the elimination of the monies provided to the program for services provided to one client, calculated per diem rates range from $12 - $15 per day per client.

STAFF

Program staff are identified as follows:

Job Title	Number of Staff	Time	Role
Program Director	1	100%	- fiscal/service management
Administrative Assistant	1	100%	- administrative duties
Coordinator	2	100%	- counselor supervision
Counselor	12	100%	- counseling and training

Program staff are assigned independently to one of two primary funding sources. Each of these two programmatic elements provide essentially the same services, yet in different housing contexts and to different populations of persons, distinguished by their primary disabilities (mental retardation/ developmental disability or mental illness).

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JOB PLACEMENT SERVICES

The Center for the Rehabilitation and Training of Persons with Disabilities

Tulsa Speech and Hearing Association

Regional
Rehabilitation
Exchange

June, 1989

JOB PLACEMENT SERVICES

The Center for the Rehabilitation and Training of Persons with Disabilities (The Center)

CONTACT PERSON

Ms. Helene Levine
Director of Placement Services and
On-The-Job Training Programs
The Center for the Rehabilitation and
Training of Persons with Disabilities
2001 North Clybourn Avenue
Chicago, Illinois 60614
(312) 248-6500

ORGANIZATIONAL CLIENT POPULATIONS SERVED

- Mental Retardation
- Hearing Impairment/Deafness
- Visual Impairment/Blindness
- Mental Illness
- Amputation
- Orthopedic Impairment
- Spinal Cord Injury
- Head Injury
- Neurological Disorders
- Deaf/Blind
- Learning Disabilities
- Alcohol and Drug Abuse/Addiction
- Behavior Disorders
- Speech Disorders
- Multiple Disabilities
- All Disabilities

ORGANIZATIONAL SERVICES/ACTIVITIES

- Psychosocial Services
- Vocational Evaluation
- Job Placement
- Speech and Hearing
- Vocational Development
- School-Based Program
- Day Training
- Occupational Skills Training
- Residential Services

ORGANIZATIONAL MISSION

The Center believes that all persons have potential. Its mission is to provide services and training that will be effective in helping persons with disabilities achieve their goal of self-sufficiency.

ORGANIZATIONAL PROFILE

The Center is a private non-profit organization operating within the greater Chicago metropolitan area. The organization as a whole is multi-faceted and contains several components: Intake and Evaluation Services, Communicative Disorders Rehabilitation Center, Case Management Services, Work Activity Programming, Micrographics Service Bureau, Maintenance Training Program, Public School Work/Training Program (The Factory), Word Processing Training Classes, Transitional and Supported Employment, Placement Services, and special emphasis programs. The Center provides a progression of rehabilitation services and serves approximately 500 persons with disabilities daily. Although some services such as Job Placement are conducted in "off-site" facilities, many of the organization's activities with clients are conducted within a 150,000 square foot building which was modified to meet the needs of persons with disabilities and the variety of vocational training and rehabilitation services provided. Client eligibility requirements vary from program to program. Progression through The Center's programming is based upon individual development as determined by The Center staff.

The Center has been in operation for over 70 years. In that period of time, the organization has expanded its capacity and today serves approximately 1,500 persons with disabilities annually. The Center offers services through 14 separate facilities within the greater metropolitan area.

The Center is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the State Board of Education. It is a member of the United Way, the State Association of Rehabilitation Facilities, and the Illinois Association of Retarded Citizens. The Center is also a funded affiliate of the Helen Keller National Center.

JOB PLACEMENT UNIT

PROGRAM DESCRIPTION

OBJECTIVE

To provide services in the areas of instruction in job identification, resume writing, interview preparation, and follow-up services that eventuate in persons with disabilities obtaining appropriate competitive employment.

PROGRAM CHARACTERISTICS

The Job Placement Unit staff report, "There is no typical client flow in our agency. A client is seen as an individual needing certain services and is programmed accordingly. A client can come directly into placement from the community or he/she can be referred from one of our own agency programs such as the Vocational Assessment Department, Skill Training, Residential, or Sheltered Worker Departments. All clients serviced in the Placement Services Department based on need, receive some vocational education or group support, as well as intensive follow-up services after placement. Job Coach services are also provided if that service is indicated in order to secure a positive outcome." The clients receiving services during the last fiscal year have the following characteristics:

- Range in age from 16 to 60+ years of age
- Have an average age of 32 years
- On average have achieved an educational level of 8th grade
- Referred by general vocational rehabilitation services in half the cases

The numbers of persons with disabilities receiving placement services in the period October 1987 through September 1988 included:

	Persons
Mental Retardation	68
Hearing Impairment/Deafness	50
Visual Impairment/Blindness	14
Mental Illness	25
Amputation	3
Orthopedic Impairments	10
Head Injury	1
Neurological Disorders	2
Cardiovascular Disorders	1
Learning Disabilities	7
Behavior Disorders	8
Alcohol and Drug Abuse	6
Multiple Disabilities	20

During this period a total of 215 individuals entered the Job Placement Unit program.

Job Opportunity Interview Network (JOIN)

The Center's Job Placement Unit utilizes a variety of methods to expand its involvement in the community and its ability to obtain placements.

One of these program components is the Job Opportunity Interview Network (JOIN). Members are recruited into JOIN by staff for the purpose of conducting simulated employment interviews at their place of business with program clients.

JOIN is now constituted of 15 representatives of corporations in the city area. Members are told that they will have one interview per month. Staff are involved in scheduling interviews with the JOIN member and provide a one-page feedback form that is filled out by the JOIN member.

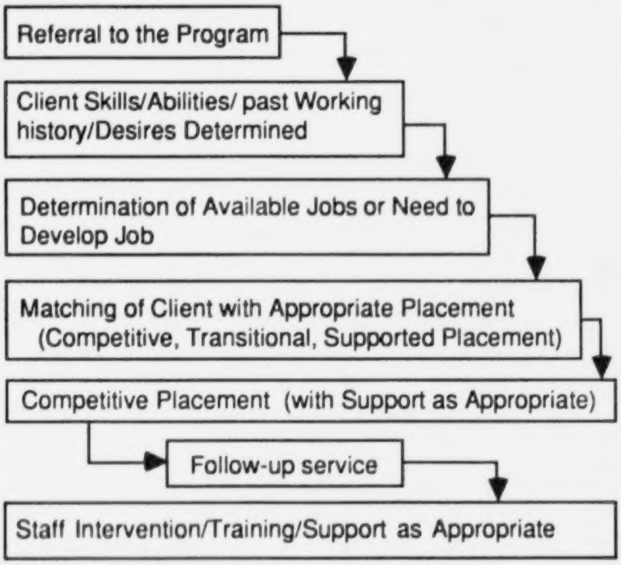
The program is useful in several different ways. First, it affords a real-life interview situation that helps clients model appropriate behaviors at the time of interview.

Second, the JOIN program is a means of allowing employers that have not yet placed a person with a disability in their organization come into a closer working relationship with clients of the organization.

Third, from time to time program staff have noticed that some JOIN members will be so impressed with some of the interviews that a job is offered to the client based upon the mock interview.

MODEL ACTIVITIES

The Placement Services program operates as a separate unit within the organization and is physically located near the main facility but not in the same building. The sequence of program activities can be described as follows:


Referral to the Program
Client Skills/Abilities/ past Working history/Desires Determined
Determination of Available Jobs or Need to Develop Job
Matching of Client with Appropriate Placement (Competitive, Transitional, Supported Placement)
Competitive Placement (with Support as Appropriate)
Follow-up service
Staff Intervention/Training/Support as Appropriate

Through a combination of activities staff determine the most appropriate placement and type of placement option. Transitional employment opportunities, for example, allow clients that need some Job Coach support to maintain them in a monitored learning environment and then move into a regular competitive employment placement. Once an individual is placed, staff conduct a fairly intensive follow-up service at the 10 day, 30 day, 60 day, 6 month, and 1 year intervals after placement. Feedback is obtained from the employer, individual placed, and others, e.g., the vocational rehabilitation counselor, if appropriate, family members or others.

Employer Advisory Committee

The Employer Advisory Committee is another component of the Job Placement Unit that enables it to involve a wide variety of employers in the Placement Services program. Currently, 15 persons serve on the committee. The Committee assists in expanding and improving the services being provided in the Placement Services program. The Committee has been instrumental in planning and implementing two Corporate Training Seminars drawing 60 participants each. These seminars covered topical areas such as career development and future job market trends with a focus on persons with disabilities. Because the local area has no Job Fair activities the Committee has been instrumental in organizing a Job Fair for the organization's clients. The Committee meets regularly and provides the Placement Services staff with: expertise in marketing their placement services and tips on future skill training areas. Many of the members on the Committee have also been competitive placements for clients of the organization.

OUTCOMES

Staff have achieved a placement rate of 86% for the period of October 1987 through September 1988. During this period of time 185 individuals were placed competitively from a total of 215 clients entering the program. Of the total number, four individuals entered training programs. A total of 26 either failed to find employment or dropped out of the program. The average wage across all clients was approximately $5.40 per hour. The placements reported by staff cut across all disability groups served by the organization. Of the total 185, placed this number cut across all disability groups including: mental retardation (61 placed), visual impairment and blindness (11 placed), hearing impairment and deafness (46 placed), mental illness (17 placed), amputation (3 placed), orthopedic impairments (10 placed), head injury (1 placed), neurological disorders (2 placed), alcohol and drug abuse (3 placed), behavior disorders (8 placed), and multiple disabilities (20 placed). Individuals placed entered the following types of jobs with associated pay ranges:

Category	Number of Persons	Pay Range
Professional/Tech/Managerial	20	$5.00 - 12.00
Clerical/Sales	30	5.00 - 9.00
Service	120	3.35 - 7.50
Machine Trades	10	3.50 - 6.50
Miscellaneous	5	3.35 - 6.00

COSTS

Costs for the program indicated a total budget of $294,514 for the12-month period under study for the Placement Services Program. This results in a cost of $1,592 per successful placement in competitive employment.

A breakdown of the annual budget reveals the following categories of expenses:

Category	Dollar Amount
Personnel	$221,220
Facilities/Space	45,654
Equipment	12,764
Materials	3,936
Other	10,940
Total	$294,514

Currently the State Department of Vocational Rehabilitation provides approximately 50 percent of the referrals to the Job Placement Unit. Staff also accept referrals from the State Mental Heath Agency, Mental Retardation Agency, Agency for the Blind and individuals making self-referrals. Job Placement Unit staff are currently not accepting out-of-state referrals.

STAFF

A total of eight staff are currently employed in the Placement Services program of The Center. These staff, their percentage of time, and major roles are indicated below:

Job Title	Number of Staff	Time	Role
Director	1	100%	Administration/Outreach
Manager	1	100%	Day-to-Day Supervision
Vocational Educator	1	100%	Intake/Group Work
Employment Specialist	5	100%	Job Development & Job Placement

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Regional Rehabilitation Exchange

JOB PLACEMENT SERVICES

Validated November, 1986
Updated September, 1989

Tulsa Speech and Hearing Association

CONTACT PERSON

Mr. Thomas E. Shefcik
Program Director
Projects With Industry
Tulsa Speech and Hearing Association
3112 South Mingo Road, Suite 100
Tulsa, Oklahoma 74146
(918) 663-9920

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Hard of Hearing
Deaf
Multi-handicapped Deaf

Age Range: 16 - 65 years of age

Educational Range: No schooling to college degree

ORGANIZATIONAL SERVICES/ACTIVITIES

- **Job Placement**
- **Job Development**
- **Independent Living Training**
- **Vocational Development**
- **Job Seeking Skill Training**
- **Sign Language Training**
- **Work Adjustment**

ORGANIZATIONAL MISSION

To achieve the successful competitive job placement by bringing the resources of the private sector together with the job-ready hearing impaired person.

ORGANIZATIONAL PROFILE

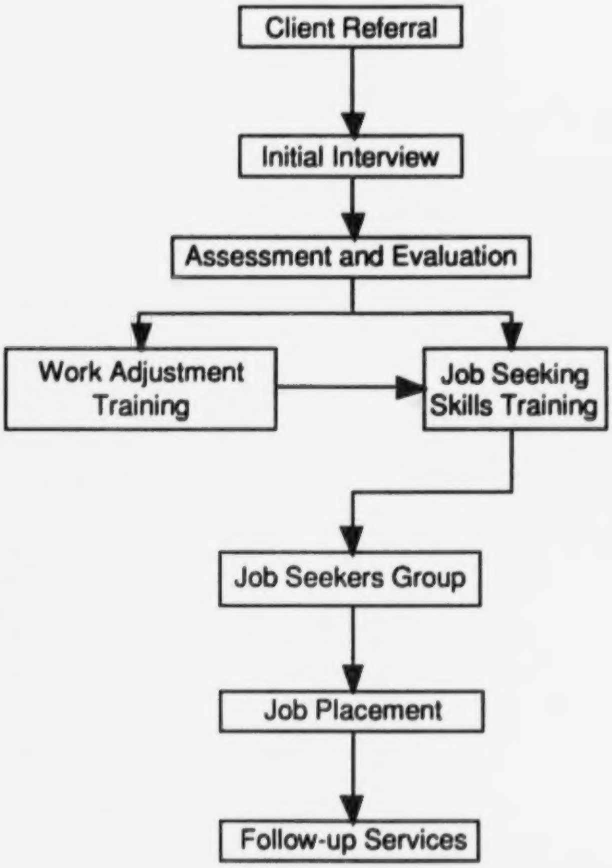
The Tulsa Speech and Hearing Association/PWI represents a cooperative partnership between local metropolitan business/industry and the Tulsa Speech and Hearing Association (a non-profit community-based service agency serving hearing impaired persons). The intent of this partnership is to make a viable connection between the needs of employers and the skill/expertise of hearing impaired persons.

The PWI program is a part of the larger organization with resources of both being available as needed. The PWI is housed in the organization's headquarters. These headquarters are accessible and serve as a general communication center for the hearing impaired within the area.

PROGRAM DESCRIPTION

Projects With Industry

The diagram on the following page reflects the steps or activities provided by the program staff to the hearing impaired clients who are served. Training content and length of time in training are dependent on the needs of the group and/or individual.


Client Referral
Initial Interview
Assessment and Evaluation
Work Adjustment Training
Job Seeking Skills Training
Job Seekers Group
Job Placement
Follow-up Services

MODEL ACTIVITIES

This PWI program was initiated in 1983 through a grant from the Rehabilitation Services Administration within the U. S. Department of Education. The goal of the program is to train hearing impaired individuals in work-related adjustment areas and job seeking skills. Competitive employment placement is the targeted endpoint for clients served by the program.

As indicated in the model description, clients are referred to the project either by the state department of vocational rehabilitation or through self referrals. After an initial interview process the client is scheduled for services. Assessment procedures of the program involve pre- and post-testing of behavioral, vocational, and work adjustment skills appropriate for competitive employment. Group and individual work adjustment training sessions are provided for clients found to be in need of such training. This training is composed of such major sessions involving orientation to employment, work attitude, job accommodation, interpersonal working relationships, and knowledge demonstration activities. For "job-ready" clients a Job Seeking Skills Curriculum has been prepared involving:

- resume writing
- application completion
- job seeking skills
- employment-related resources/agencies
- interviewing techniques
- working environment

After successfully completing this training, the client is actively engaged in job seeking activities. Program staff assist in making employer contacts and in providing interpreter services during interview procedures.

Upon hiring in a competitive employment position, program staff (along with the hired client) provide sign language training at the work site for the employer and work colleagues of the client. Program staff remain "on-call" for at least one year after the time of hiring.

Program staff provide services to employers by assisting in the following areas:

- client pre-employment screening
- employment history documentation
- counseling
- follow-up
- technical assistance
- educational services
- disability awareness training

OUTCOMES

During the period from October 1988 through June 1989, the following major outcomes were reported by the program:

- A total of 48 individuals were provided services by the program
- A total of 40 individuals obtained competitive employment, resulting in a placement rate of 83 percent; of these 40 persons, 35 were classified as severely disabled
- Average weekly earnings of placed participants were calculated as $198.11
- The program has provided basic sign language classes to 5 businesses and trained a total of 40 employees
- The program has provided disability awareness training to 7 businesses and trained a total of 139 employees

COSTS

The annual budget for the program has been reported by cost category as being:

Category	Amount
Personnel	$ 92,437
Facilities/Space	12,507
Equipment	933
Materials	1,735
Other	9,466
TOTAL	$117,078

STAFF

The program is currently staffed by:

Job Title	Number of Staff	Time	Role
Program Director	1	100%	Develop, implement, supervise activities; coordinate Industry Advisory Council
Job Training Specialist	1	100%	Conduct client evaluations and intakes; instruct in job seeking skills; develop jobs; provide follow-up counseling
Work Adjustment Specialist	1	100%	Conduct client evaluations and intakes; perform follow-up visits; plan and conduct work adjustment and job seeking skills training
Interpreter/Placement Technician	2	100%	Conduct classroom training/tutoring; interpret for clients
Secretary/Interpreter	1	100%	Perform secretarial and support services; intrepret as needed
Receptionist/Typist	1	50%	Answer telephone and TDD; serve as office receptionist
Client Representative	1	50%	Assist clients with applications and testing; assist Secretary/Interpreter with typing and filing; teach sign language classes

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

Southwest Educational Development Laboratory
Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701
(512) 476-6861 (Voice/TDD)

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SUPPORTED EMPLOYMENT SERVICES

Community Employment, Inc.

Cornerstone Services, Inc.

Developmental Services Center

Kaposia, Inc.

S.T.E.P., Inc.

Regional Rehabilitation Exchange

SUPPORTED EMPLOYMENT SERVICES

Validated September, 1987
Updated September, 1989

Community Employment, Inc.

CONTACT PERSON

Mr. Barry Whaley
General Manager
Community Employment, Inc.
7052 West Highway 22
Crestwood, Kentucky 40014
(502) 241-6250

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Mental Retardation/Developmental Disability

Multiple Handicaps, Including Head Injury and Learning Disability

Age Range: 17-45 years
Mean = 27 years

Educational Range: None through high school graduate

ORGANIZATIONAL MISSION

To develop individualized work opportunities in the community for persons with severe disabilities who need ongoing support in finding jobs, learning job tasks, and keeping their jobs.

ORGANIZATIONAL PROFILE

Headquarters for Community Employment, Inc. are in Crestwood, a suburban community of Louisville, Kentucky. Supported employment placements in community-based businesses have been made consistently on an individual basis, following the philosophy that more complete integration can occur under these circumstances.

Community Employment services include: individualized job development; onsite training and supervision after placement; and continuing onsite supervision and follow along services. Businesses in a two-county area are continually surveyed to develop additional placement possibilities.

Different strategies are used for approaching potential employers depending upon their location in either a rural or more urban context. For example, program staff have found that for placements in a rural setting, it is better if the potential worker is a resident of the immediate geographic area.

Agency referral sources include: Seven Counties Services, the local state comprehensive care agency which serves the surrounding region, Jefferson County Public Schools Work Transition Programs, Sheltered Workshops, and referrals from individuals, families, and friends.

PROGRAM DESCRIPTION

Community Employment, Inc. is a non-profit corporation founded in July 1981. The agency has the responsibility of providing services to eligible individuals as a result of contracts with Seven Counties Services, the Office of Vocational Rehabilitation, Oldham and Jefferson County governments, The Woosley Foundation, and several short term grants. Current funding is sufficient to provide employment services for 52 people.

The agency began with the mission to "demonstrate that persons who have a wide range of developmental disabilities (especially persons who traditionally have been considered ineligible for any type of work program) can learn to work successfully in individual jobs in regular community businesses." The program provides job development, onsite training, and extended support services according to individual needs, for a clientele which, by contract, must be developmentally disabled/mentally retarded.

Along with traditional methods of training, the agency is also utilizing natural work site supports for participants, allowing for services to be even more individualized. These services allow people who have never worked, who have worked in sheltered workshops/work activity centers, or who are exiting public school special education programs the opportunity to work in regular community employment options with the support of our agency.

All activities relating to placement, training, and follow along are tailored to individuals. Initial contact with a participant involves determining interest in working at a community job and assessment of experiences or work-related skills which would qualify the person for a particular placement.

Once a job is developed, our agency staff may use several methods of training the new employee. Many times a job coach is provided; however, our staff may also develop employment situations that involve natural work site supports. Our highest priority is to develop successful employment outcomes with a sensitivity toward integration of the individual and the establishment of interrelationships with non-disabled employees, while meeting the production and quality requirements of the business.

Persons who are placed become the employees of the community business and receive compensation commensurate with that paid to non-disabled employees with the same type of job. The majority of current placements receive minimum wage, in addition to other job benefits, e. g., vacation/sick leave, insurance, worker's compensation, free/reduced meals, and opportunity for merit wage increases.

PROGRAM CHARACTERISTICS

Since 1981, over 100 people have received services from our agency. Currently our agency serves 52 people. Approximately 46 people are working in 53 job sites. New referrals are placed on a waiting list and are taken in chronological order when resources become available. Average waiting time varies depending upon the intensity of follow-up required for more recently placed workers. Most of our clientele live with families, five live in a private institution, four live in a local group home, and ten people live in either independent or supported residences.

Types of supported employment positions developed include: computer entry; clerical; factory line positions; food service; custodial; child care; animal care; maintenance; and hotel/motel industry. Community Employment assists with transportation and other necessary ancillary services, beginning with the initial potential employer job interview.

Regardless of the job, program staff devote a large amount of on-the-job training time to a worker's understanding of his/her work responsibilities as well as relationships with co-workers. If workers who have been placed become dissatisfied with their work, they are provided an opportunity for problem solving; if they desire a job change, the desire is discussed with the employer, appropriate notice is given, and the agency will assist with a job change.

Ongoing follow-up and on-the-job supervision are considered to be the keys to job retention, and problems are generally addressed before they become insurmountable. Additionally, periodic job changes are viewed as positive, and staff provide guidance in carrying out such changes/advancements for clients.

Ongoing services provided following placement may include any combination of the following options:

- one-on-one training until the worker is performing in accordance with employer expectations;
- establishing relationships with non-disabled co-workers;
- ongoing follow-up visits by a program staff member, with frequency determined on an individual basis; the amount of time required until staff "fadeout" occurs varies widely and is completely determined by individual worker need;
- assessment of satisfaction on the part of the worker and the employer, conducted in an informal manner during every onsite visit, typically once a week; and
- assistance with problem-solving with the worker, employer, or family (in regard to issues such as transportation, income/ Supplemental Security Income, and interpersonal relationships).

OUTCOMES

For the period July 1, 1988-July 1, 1989, the following outcomes were documented:

- 53 community-based supported job placements of developmentally disabled/ mentally retarded individuals have been maintained, as employees of businesses, in completely integrated settings, and in both urban and rural contexts; of this number, some represent two or more part-time jobs for one worker;
- two of these positions have been specially designed to suit the needs of an individual worker. The other jobs previously existed in the community.
- consultation by the agency has been provided to sixteen other agencies in regard to developing and providing similar services;
- cost per placement for developing and maintaining 53 jobs is approximately $2,100 per person per year.

COSTS

Costs for providing services in the supported employment program for fiscal year 1989 are as follows:

Category	Amount
Personnel	$99,165
Materials	1,831
Transportation	8,000
Rent, telephone, accounting	6,100
TOTAL	$115,096

STAFF

Program staff are as follows:

Job Title	Number of Staff	Time	Role
Director	1	100%	Administration; fund raising; fiscal management; follow-up; training
Agency Associate	2	100%	Job development; training
Employment Relations Manager	1	100%	Follow-up; support services
Secretary/bookkeeper	1	50%	Clerical support; payroll
Trainers	varies	on call	Training when permanent staff schedules are full

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange

Validated November, 1987

SUPPORTED EMPLOYMENT SERVICES

Cornerstone Services, Inc.

ORGANIZATIONAL MISSION

To provide severely developmentally disabled individuals who would otherwise be unable to maintain competitive employment the opportunity to work in an integrated job environment, with the extensive, ongoing support of a Job Coach.

ORGANIZATIONAL PROFILE

The supported employment program is one service offered by Cornerstone Services, Inc., an organization which serves approximately 450 disabled persons on a daily basis. It is located in Joliet, Illinois, a small city adjacent to the greater Chicago metropolitan area. Other services provided by the agency include: vocational evaluation; developmental training; work adjustment training; occupational skills training; work activity; sheltered employment; job placement; independent living training; and residential services. Cornerstone Services, Inc. has a history of providing services to persons with disabilities since 1969. The supported employment program began in 1985 as a result of federal funding made available to the state vocational rehabilitation agency, through a collaborative funding agreement with the developmental disabilities division of the state department of mental health.

CONTACT PERSON

Ms. Cindy Lapicki
Coordinator of Employment Services
Supported Employment Program
Cornerstone Services, Inc.
2401 West Jefferson Street
Joliet, Illinois 60435
(815) 744-7204

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Developmentally Disabled
(Median IQ = 56)

Age Range: 22 to 35 years (Mean age = 26)

Educational Range: none to 8th grade

Supported Employment Program

PROGRAM DESCRIPTION

Referrals to the supported employment program come from other programs within Cornerstone Services, Inc. In considering persons for placement in the supported employment program, the following types of information are available: medical records; psychological test results; work history; results of a vocational evaluation; work behavior checklist from current case managers; progress staffing notes; and the scores on the Vineland Social Maturity Scale and the Vocational Assessment Curriculum Guide. This information set is used to screen clients for the program to ensure that they meet specific employer needs, including no severe behavioral or attitudinal problems, some evidence of basic work skills, and an interest in working in food service.

The program was begun in December 1985, and since that time, eight persons (two enclaves of four persons each) have been employed by two local McDonald's restaurants, with the ongoing assistance of one Job Coach for each enclave. These persons work approximately 25-30 hours per week and perform the same tasks as the other non-disabled members of the McDonald's team at each location. Job tasks include cleaning the lobby and parking lot; frying french fries; working the grill; and stocking the other work stations. Typically, supported workers will be trained in and have responsibility for only one of these four areas at a time; as ability permits, they may over time be trained in other areas and be given additional responsibilities.

As noted previously, initial funding for the supported employment enclaves came from the state vocational rehabilitation agency, to which the money had been provided as a result of a federal initiative. Through a collaborative agreement with the developmental disabilities division of the state department of mental health, these monies were earmarked for providing services to a severely developmentally disabled client population. The state vocational rehabilitation agency has since closed these cases as successful supported employment placements and funding now comes exclusively from the state department of mental health. Additional monies have recently been secured from the state vocational rehabilitation agency for an expansion of the current project to place in two other McDonald's locations an additional group of eight persons who are chronically mentally ill.

PROGRAM CHARACTERISTICS

Of the eight supported workers, two were referred from Cornerstone's Work Activity Groups and six from the Sheltered Employment Program. All supported workers are employees of McDonald's, and when they are not on the job site, they receive ongoing training, which is held four times per week at program headquarters and covers the following areas:

- interpersonal skills
- job coping/problem solving/decision making skills
- employer expectations
- work habits training
- job retention skills
- personal safety skills
- daily living skills, including money management
- transportation skills

Ongoing services provided to workers in the enclaves by the Job Coaches, in addition to the training services detailed above, include:

- one-on-one training in one of the four responsibility areas discussed previously (lot and lobby; grill; frying; stocking) until performance meets employer expectations;
- assistance in providing any job modifications deemed necessary at the worksite;
- transportation to the job site and back to Cornerstone, as required;
- daily monitoring of employee performance and completion of a daily checklist;
- feedback on employee performance and additional training, as needed;
- monthly assessment of worker satisfaction with the job;

- case management services consisting of vocational and supportive counseling;
- disability awareness training for employers and other employees;
- assistance with problem-solving with the worker, employer, or family;
- crisis intervention with participants who may indicate the need;
- optional job support group offered in the evening to provide social/recreational opportunities to supported workers; and
- referral services.

Once workers are on the job, they are totally integrated with non-disabled co-workers: they perform the same tasks as do their co-workers; they take breaks along with other workers in the crew room; and other crew members and members of the management team give directions to and make requests of workers directly. Job performance evaluations are conducted on each worker every six months by McDonald's; these reviews have resulted in pay increases for every worker based on individual job performance. Workers are immediately eligible for workman's compensation, and after one year of employment receive one week paid vacation. All eight workers have remained as employees of McDonald's since February 1986; there have been no layoffs, suspensions, or terminations, and all have received a pay increase on every round of performance reviews, based upon individual job performance and demonstrated job flexibility.

OUTCOME

For the period February 1986 - August 1987, the following outcomes were documented:

- eight severely developmentally disabled workers have been employed by and have been maintained in their jobs in completely integrated job environments in two local McDonald's restaurants;
- rate of pay ranging from $2.00 - $2.25 per hour has been based upon individual levels of performance as compared to a company standard used for all employees; pay increases have been awarded to all employees as a result of performance evaluations conducted by their McDonald's supervisors; additional job benefits include paid vacations and workman's compensation;
- one independent competitive placement at McDonald's has been achieved for a supported worker;
- one-on-one training and other ongoing support services have been provided according to individual worker need;
- general quality of life has been improved for these workers in that behaviors have become more socially appropriate and personal independence has increased;
- the program has provided assistance to other agencies in the state in an effort to begin similar programs in other locations.

COSTS

Costs for providing services in the supported employment program on an annual basis are as follows:

Category	Amount
Personnel	$35,090
Materials/Consumables	650
Staff Transportation	1,900
Conference Expenses	300
Overhead	2,450
TOTAL	$40,390

STAFF

Job Title	Number of Staff	Time	Role
Job Coach	2	100%	Onsite training/supervision; general case management
Coordinator of Employment Services	1	10%	Program administration
Director of Vocational Services	1	5%	Fiscal management; administrative management
Secretary	1	10%	Clerical support

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange

SUPPORTED EMPLOYMENT SERVICES

Validated September, 1987
Updated September, 1989

Developmental Services Center

CONTACT PERSON

Ms. Carole Powers
Director of Vocational Services
Supported Employment Program
Developmental Services Center
1304 W. Bradley Avenue
Champaign, Illinois 61821
(217) 356-9176

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Mental Retardation (IQ range 30-50)
(some with additional disabilities)
Chronic Mental Illness

Age Range: 17-56 years
Mean = 29.7

Educational Range: None through high school graduate

ORGANIZATIONAL MISSION

To provide community employment opportunities for persons with severe disabilities unable to maintain either a competitive production rate or independence on the job.

ORGANIZATIONAL PROFILE

The Developmental Services Center is located in Champaign, a small city in a primarily rural/agricultural area of Illinois. The University of Illinois at Urbana-Champaign is located nearby and supplies consultant assistance to the organization regarding rehabilitation program development and improvement.

The Developmental Services Center is community-based and provides services in the areas of: vocational evaluation; vocational development; occupational skills training; sheltered workshop placement; competitive job placement; psychosocial services; independent living training; and residential services. Businesses in the Urbana-Champaign area are regularly surveyed in an effort to identify job placement possibilities both for clients who are competitively employable and for persons who would be candidates for supported employment positions. An organizational brochure states that "we offer a modern plant with over 30,000 square feet of production space and a work force of 150 persons."

Supported Employment Program

PROGRAM DESCRIPTION

The supported employment program was initiated in fall 1985 as a result of monies earmarked for serving a severely developmentally disabled client population which were made available to the organization from the state mental retardation agency, through a collaborative agreement with the state vocational rehabilitation agency for the development of supported employment programs. As a result of having placed over 150 developmentally disabled adults in competitive jobs in the community over the previous nine years, it became evident that there was an ever-growing number of referrals who were unable to maintain either a competitive production rate or independence on the job. Through this method of collaboration across state agencies, the supported employment program was begun to provide community job placements paying wages based upon individual productivity, as well as ongoing on-the-job supervision necessary for the successful integration of the more severely disabled worker. Because of continued funding by the state vocational rehabilitation agency, all supported employment workers are considered "active" vocational rehabilitation clients. Recently, however, a "supported employment" placement has been added to the list of acceptable case closure options; it is anticipated that these persons will subsequently be removed from "active" client status, and their continuing support will be the responsibility of the state mental retardation agency.

Supported employment program referrals include in-house sources, e.g., work adjustment training and the sheltered workshop, in addition to outside sources, e.g., the state vocational rehabilitation agency and public school programs. All clients have either measured IQ scores in the range of 35 to 50 or are chronically mentally ill. They have either no previous work history, a sheltered work history only, or have a history of repeated failures in competitive placement settings. Many clients have histories of residential placements in state institutions or ICF-MR facilities. Because of these factors, clients who are thought to be appropriate for supported employment placement are evaluated by the program staff according to checklists of vocational and social-vocational skills required for each of the five supported employment community work sites. All supported employment workers must be able to toilet themselves and must not evidence behaviors which would be disruptive or dangerous to other members of a supported employment enclave.

Most supported employment workers progress through the following sequenced phases following placement in any of the three available work enclaves:

1. *Orientation and Evaluation:* A probationary period of approximately one month during which workers' abilities to perform on the job are assessed, as well as their like or dislike of the job. On-the-job training is provided daily by the onsite supervisor/job coach.

2. *Continued Training and Production Assessment:* Depending upon the job site and specific tasks performed, the first one to four months are spent learning the specific skills needed to perform on the job and increasing production rate. Production rates of 20-50 percent are generally considered the norm during this period; time studies are conducted quarterly to determine production rate and rate of pay. All skills are taught via the data-based instructional system of Applied Behavioral Analysis. All jobs are broken down into their component steps and the resulting task analysis is used by the onsite supervisor (i.e., job coach) as the basis for individual worker instruction. Skills must be mastered sequentially as identified in the task analysis before moving on to the next skill level.

3. *Maintenance:* After all job-required skills have been acquired and the production rate has stabilized, the worker is put on a self-monitoring maintenance program. Daily production goals are identified for each worker, and depending upon ability, workers monitor and document their individual production rates, with an accuracy check by the onsite supervisor. When necessary, a token economy is also utilized to reinforce appropriate social vocational behaviors in interactions with other workers in the business, the onsite supervisor, or other members of the enclave.

PROGRAM CHARACTERISTICS

Currently, 28 clients are in the supported employment program, across five separate community employment sites. At each of the sites, an onsite supervisor/job coach provides training and ongoing supervision and feedback to an enclave of workers.

The **first site**, Disk Tec, Inc., employs eight workers (through a contract with Developmental Services Center) to uncrate large shipments of "raw" computer hard disks, separate them by size and type, stack them in groups of a constant number, and prepare them for "refining" through subsequent steps leading to their distribution to computer manufacturers. In addition to the disk stacking, workers also prepare shipping canisters by removing old labels, disassembling, and using an air hose to blow out dust particles. Every hour one worker goes through the plant with a cart and restocks supplies at 28 lathing stations. These workers are employed in the firm, located on the main production floor. Workers are given a daily production goal and are responsible for monitoring their own production rates by use of a simple paper-and-pencil method. Goals can be modified as appropriate; routine observation by the onsite supervisor provides a check on the accuracy of worker self-monitoring of production rates.

All members of this enclave are taught to transport themselves to and from work, via the mass transit system, and they are afforded opportunities for interaction with other workers in the following contexts: as a part of their ongoing job responsibilities, enclave workers must transport quantities of stacked disks to workers in the next stage of their production; enclave workers also take breaks and lunch at the same time as other workers and in the same location. Three people from the supported employment enclave have been hired by Disk Tec as permanent, full-time employees.

The **second site**, Champaign Chemical Company, employs six workers (through a contract with Developmental Services Center) to dispense and package for distribution a line of liquid soap products. Tasks include preparing plastic bags for filling with soap products; filling the bags to an appropriate level; heat sealing the full bags; packaging the bags; labelling the boxes; and preparing the boxes for distribution. These supported employment workers are located in an enclave within a warehouse setting and are provided the opportunity for interaction with other company employees in the course of day-to-day job responsibilities. Other standard work benefits (vacation and sick leave; worker's compensation) are paid for each worker. Some workers transport themselves to and from the job by using the mass transit system, while others are transported by Developmental Services Center.

In this enclave, workers are regularly reassigned to individual jobs within the overall production process. Workers are trained in each component task and are rotated periodically in order to reduce boredom with any particular task and to alleviate overexposure to any one task which individual workers might find unpleasant. A tangible reward system is also used to encourage production and reduce non-productive behaviors.

The **third site**, a cable television company, employs (through an agreement with Developmental Services Center and a local school district) four students who are nearing the point of transition from the public school system. These workers are employed an average of 20 hours per week. Job tasks at this site range from cleaning returned cable television channel boxes to creating cables and connecting cable adapters to them. These workers are employed at the company part-time and attend classes part-time, with transportation between the two locations being provided by the school district. A school aide, paid by the school district, serves as the onsite supervisor/job coach and monitors worker performance.

The **fourth site** is a Reclamation Center run by the J. M. Jones Company. Eight workers scan, label, and sort damaged grocery items which are then returned to the vendor. Six of the eight workers are chronically mentally ill individuals who have not been successful in competitive employment. Workers are employed 40 hours per week, and hourly pay ranges from $3.90 to $5.00. Disabled workers work side by side with non-disabled individuals on this site.

The **fifth site** is located in the Department of Anthropology at the University of Illinois. Currently, one worker is employed to catalogue artifacts from archeological digs. This supported employee also sorts raw materials coming in from field excavations, and cleans and rebags these artifacts.

Additional ongoing services beyond those of a strictly vocational nature, which are provided by the onsite job supervisor, include developing and monitoring individual reinforcement programs, transportation training, interacting with the workers' families, and coordinating residential and clinical services, as necessary, a service provided by the organization's Case Management Unit.

Worker job satisfaction is assessed after the first 30 days on the job. Thereafter, at six-month intervals during the bi-annual staffing, workers are requested to provide feedback to program staff regarding job satisfaction. Program staff report that the ongoing job supervision is critical to job retention; if it were not for the availability of this support, many workers would not be successful in supported employment placements.

OUTCOMES

For the period July 1, 1986-June 30, 1987, the following set of outcomes has been documented:

- placement of 17 developmentally disabled workers (measured IQ range 30-50) into community-based supported employment positions; 15 of these workers have maintained their jobs for the entire period; of those persons not maintaining supported employment, one has returned to the sheltered workshop setting because of an inability to maintain a 20 percent production rate and an inability to control inappropriate behaviors while on the job and one has moved to competitive employment at Disk Tec;
- Workers are provided worker's compensation, in addition to earning a wage commensurate with their individual production rates (generally in the range of 20-100 percent), through contracts with Developmental Services Center;
- workers interact with non-disabled co-workers on the job (as a part of their ongoing job responsibilities and during break and lunch periods) as well as with other members of the community, by using public mass transit to and from work;
- cost per successful supported employment placement (i.e., N=28) has been calculated at $3359 per year.

COSTS

Costs for providing ongoing services (salaries/benefits for onsite supervisors/job coaches; transportation for some workers, in the form of tickets for using public buses; and some administrative expenses) in the supported employment program on an annual basis are as follows:

Category	Amount
Personnel	$88,800
Materials	2,625
Transportation	2,625
TOTAL	$94,050

STAFF

Program staff are identified as follows:

Job Title	Number of Staff	Time	Role
Program Director	1	30%	Administration; client screening and placement; monitoring progress
Site Supervisor	4	100%	Training; supervision; site public relations; rehabilitation programming
Back-up Supervisor	1	60%	Direct supervision
School Aide	1	50%	Training and supervision

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional
Rehabilitation
Exchange

SUPPORTED EMPLOYMENT SERVICES

Validated September, 1987
Updated September, 1989

S.T.E.P., Inc.

ORGANIZATIONAL MISSION

To provide community-based employment options and associated support services to chronically mentally ill individuals.

ORGANIZATIONAL PROFILE

S.T.E.P., Inc. is described as the only free-standing supported employment program in the United States for individuals with chronic mental illness. It is located in the downtown section of Baltimore, and it serves a large urban area which has provided opportunities for placements in community businesses made on an individual basis, according to the supported job model. The program offers vocational evaluation, vocational development, onsite training and supervision following job placement, and ongoing onsite supervision and follow-up. Referrals to the program come mainly from seven community mental health rehabilitation programs located throughout the metropolitan Baltimore area; other sources of referrals are the state vocational rehabilitation agency and individuals themselves. Many of the referrals have a history of multiple hospitalizations and approximately 25 percent have never been previously employed. Work histories for those persons who have worked are characterized as being very fragmented, in that they generally reflect a succession of jobs, each lasting from two days to two weeks. On the average, most program clients have been unemployed several years before referral to the program.

A detailed database describing client characteristics has been compiled as a result of a federal research grant awarded to the program. Approximately 80 percent of program referrals are recipients of Supplemental Security Income (SSI). Half have an educational background of less than a high school education; approximately one-quarter each have had some high school or have an education beyond the high school level. Sixty percent of the client base is male; forty percent is female. Clients are characterized as having a mean of two previous hospitalizations before referral to the program.

CONTACT PERSON

Ms. Patricia A. Dieter
Executive Director
Schapiro Training and Employment
Program (S.T.E.P., Inc.)
11 East Chase Street, Suite 5A
Baltimore, Maryland 21202
(301) 625-1877

ORGANIZATIONAL CLIENT POPULATIONS SERVED

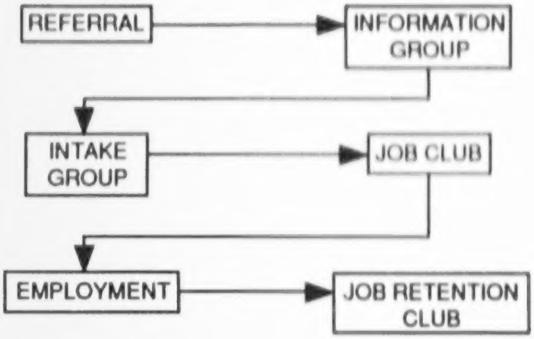
Chronic Mental Illness (schizophrenic, manic-depressive, severe character disorders)

Age Range: 18-56 years
Mean = 34 years

Educational Range: no high school through college graduate

PROGRAM DESCRIPTION

S.T.E.P., Inc. was initiated in early 1986 and began placing persons in community-based supported jobs in September 1986. During that time, the program budget has increased by five times its original size, and number of staff has grown from 3 to 13. Primary sources of funding are the state department of mental hygiene, the Office of Manpower Resources (through community block grants), and the state vocational rehabilitation agency. A large number of smaller sources of revenue combine to fund several of the program's job coaches.



As illustrated in the associated flow chart, referrals are initially requested to attend a meeting of an Information Group, the functions of which are to provide an orientation to the services available through the program and to help referrals determine whether these services are truly desired. During Initial Screening which follows, job coaches review the individual's background and assess motivation to work and individual preferences/ability for employment. Job coaches at this time also describe the characteristics of a supported employment position. After the Information Group meeting and the Initial Screening, some referrals make a decision not to pursue any additional program services.

If an individual demonstrates motivation for employment and continues to desire program services, he/she becomes a part of the Intake Group and is assigned to a specific job coach. At this point in the pre-placement phase, an effort is made to develop a support group which can assist in or facilitate the process of transition to employment; this support group might consist of persons from the Community Rehabilitation Program, the person's therapist/psychiatrist, family members, or significant others. Building and maintaining a supportive network of concerned individuals is considered very important. At the same time, additional information is obtained regarding previous employment experiences or hospitalizations in an effort to gain a better understanding of individual interests and skills as well as a profile of general strengths and weaknesses. Medication and therapy schedules are discussed and their influence on any future employment placement is determined. Budget matters are also covered, and the implications of employment on other forms of support, e.g., Supplemental Security Income (SSI), are discussed.

Once the client has received the services of the Intake Group, he/she is placed in a Job Club and meets bi-weekly with a Job Developer to identify types of employment best suited to the individual. Potential work sites are discussed and after an appropriate job site has been identified, work settings are diagnosed and a job analysis is performed which will be the basis for on-the-job training of the client. It is important to note that jobs are not individually constructed for potential employees; the jobs which are ultimately assumed by "supported workers" would exist and could be filled by other persons in the community. In the process of job development, program staff attempt to address the employer's concern for quality and quantity in job performance, and the employer is assured that the job will be done to satisfaction. Financial incentives such as Targeted Jobs Tax Credits are also discussed. Finally, during the intensive onsite job training portion of the person's placement, the presence of the job coach is stressed as "free supervision and labor."

Once the employee has been sufficiently trained in the performance of the job, independence is encouraged and job coach fadeout begins. While the specific schedule for these activities will be determined individually for each employee and each job filled, it is usually the case that at minimum, one full month of intensive on-the-job training is provided. The amount to time spent on the job with the employee is then gradually reduced. At the same time, normalization is attempted through a gradual transfer of effort to non-disabled co-workers. Interaction with other persons at the job site is encouraged, and modeling of appropriate job behaviors is stressed. Over time, the job coach will periodically follow-up on placements, a minimum of once every two weeks; at this time, feedback is collected from both the employee and employer, and any problems which may arise are addressed immediately. In addition, job coaches continue to monitor at regular and prescribed intervals individual medication schedules and therapy sessions to ensure that employees maintain these schedules. Finally, assistance is provided as necessary in resolving problems relating to such matters as transportation, housing, budgeting, and interpersonal relations. A weekly Job Retention Club scheduled in the evening is available to program clients on an optional basis. The club provides the opportunity for persons to share their experiences about work and to discuss possible problems which are in need of being addressed.

MODEL ACTIVITIES

During the period July 1986-June 1989, the program accepted 522 chronically mentally ill persons, 261 of whom completed pre-employment services. Of this number, 151 have reached the point in the schedule of services at which they have been placed in a community-based employment position. Types of individual job placements made during this period have included: food service; stock/supply; secretarial/clerical; retail sales; telemarketing; custodial; and hotel maintenance. A successful placement is defined as a minimum of six months in an employment position; this period equates to the average length of stay in entry level jobs for non-disabled workers as a whole. A review of the rehabilitation literature conducted by the program indicates that chronically mentally ill individuals generally maintain employment at a rate of 10-25 percent; for those individuals who have gone through a transitional employment program, the retention rate is approximately 35 percent. This program currently demonstrates a 50 percent job maintenance rate over the period of the last year.

If an employee cannot maintain an employment position, he/she is brought back into the Intake Group and is matched with another, possibly more appropriate job. Only those persons who cannot be re-matched successfully and maintain a position for at least six months are considered program "failures." Statistics collected by program staff indicate that there is a slightly greater chance of surviving this initial period of placement if the person has never been previously employed.

Persons who are placed in community-based employment positions are employees of the private business and receive the same benefits as non-disabled co-workers performing the same job. There is integration with other workers in the work setting, and wage rates are at least minimum wage or above. Placements for these supported employees are made in competitive positions with long-term ongoing services provided off the work site. To maintain employment, workers must be able to transport themselves to and from work, with the assistance of a Job Coach, as required, and are encouraged to meet with a therapist/psychiatrist as necessary. Program staff are available on an ongoing basis to assist with any problems which may arise in these, or other areas.

OUTCOMES

For the period July 1986-June 1989, the following outcomes were documented:

- 261 chronically mentally ill persons have received services from the program, at an average cost of $4,080 per person served; estimated cost associated with maintaining similar individuals in a community rehabilitation program is placed at $45 per day;
- of this number, 151 persons are past the placement stage in the service delivery system and have been placed in community-based employment positions, at minimum wage or above;
- of these 151 placements, 75 persons have maintained the job in which they were originally placed, for a job maintenance rate of 50 percent; of the remaining 76 persons, some will be matched with other, possibly more appropriate jobs, have reentered Job Club, or have returned to the Community Rehabilitation Program from which they were referred;
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  - periodic and regular follow-up of the employee and employer
  - assistance in resolving problems related to issues such as:
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    - housing
    - medication management
    - therapy
    - budgeting
    - interpersonal relations
  - Work Retention Club

COSTS

Cost for providing services in the supported employment program on an annual basis are as follows:

Category	Amount
Personnel + benefits	$335,200
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Program staff are as follows

Job Title	Number of Staff	Time	Role
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Program Director	1	100%	Program planning; supervision
Development Director	1	100%	Fund raising; public relations
Placement Technician	1	100%	Job development and job placement
Senior Job Coach	1	100%	Job Coach supervision
Job Coach	6	100%	Client screening and assessment; on-the-job training and supervision; follow-up
Office Manager	1	100%	Office supervision; bookkeeping
Secretary	1	100%	Clerical

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Southwest Educational Development Laboratory
Regional Rehabilitation Exchange
211 East 7th Street
Austin, Texas 78701
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Regional Rehabilitation Exchange

July, 1989

SUPPORTED EMPLOYMENT SERVICES

Kaposia, Inc.

ORGANIZATIONAL MISSION

The mission of Kaposia, Inc. is to be a customized employment service for persons with developmental disabilities. This mission is based upon the firm belief that individuals with developmental disabilities want what everyone wants -- the chance to contribute to society and enrich their own lives through productive work.

ORGANIZATIONAL PROFILE

Kaposia, Inc. is a private, non-profit community-based service provider for persons with developmental disabilities. Its offices are located in a two-story office building just outside the downtown area of St. Paul, Minnesota. Beginning in 1983, the organization re-evaluated its services and client outcomes and made a decision to revise the values, mission, and philosophy of the agency to reflect a need to more fully integrate its clients into the community.

In 1984, it initiated a supported employment program with some of the clients in its Developmental Activities Center. In 1986, it received a grant from the state supported employment project to place, train, and support in community-based employment persons with challenging and multiple disabilities, using a zero-reject approach. Since 1984, Kaposia, Inc. has continued to convert all its in-house employment into community-based supported employment programming, by taking new referrals and placing clients previously working in its Developmental Activities Center. During this period, new relationships have been built with members of the business community, residential facilities, and other human service agencies throughout the greater Minneapolis-St. Paul metropolitan area.

CONTACT PERSON

Ms. Jackie Mlynarczyk
Chief Executive Officer
Kaposia, Inc.
380 East Lafayette Freeway South
Saint Paul, Minnesota 55107-1216
(612) 224-6974

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Developmental Disabilities (most with secondary disabilities):

Severe - Profound:	**N = 11**
Severe:	**N = 42**
Moderate:	**N = 32**
TOTAL:	**N = 85**

ORGANIZATIONAL SERVICES/ACTIVITIES

Vocational Assessment
Career Planning
Job Development
Job Placement
On-the-Job Training
Follow Along Services

PROGRAM DESCRIPTION

Supported employment services provided by the organization are based on the following principles:

Integration.

Individuals with developmental disabilities will profit extensively from increasing their association with persons without disabilities. Individuals will benefit more from education and training in non-segregated environments than from programs occupied and activities undertaken only by persons with similar characteristics.

Generic Services.

Generic services are those common to all people; these services should be the first choice for individuals with developmental disabilities with modification if necessary to address special needs.

Natural/Typical Settings.

Training activities should take place in situations where skills are needed and will be applied, or in the same environment where non-disabled peers learn the same skills or have similar experiences.

Age and Social Relevance.

Experiences for persons with developmental disabilities should be relevant to their ages and consistent with experiences typical for their non-disabled peers.

Services According to Need.

All services purchased for individuals with developmental disabilities should be in response to identified needs as recommended by the interdisciplinary team process.

Learning from Life.

Most individuals continue to learn valuable skills and knowledge not only in formal educational and training settings, but also in experiences and activities which have not been programmed. Learning from natural consequences in typical environments among non-disabled individuals is a desirable adjunct to formal training. It should be assumed that persons with mental retardation will gain from experience where training is less formal and support is available.

Placement Strategies.

A variety of community-based job placement options are made available to program participants to permit individualized job matches to be made most effectively and successfully.

The five placement options available are:

1. Satellite Stations:

A group of workers (4-10), supervised by 1 or 2 agency employment specialists, doing work in an integrated building. The workers will normally perform work for the host company, but during those times in which the flow of work is reduced and production demands may not be sufficient to occupy all workers full-time, workers will remain in the host company but will perform agency contract work. Workers share breakrooms, lunchrooms, and work space with host company employees.

One satellite station is currently operating in a company producing and distributing souvenirs for the state's tourism industry. Station size is 4 workers and one employment specialist, all full-time. Workers are all developmentally disabled, with secondary disabilities including visual impairment, personality disorder, emotional disturbance, and physical disability.

2. Work Crews:

Small crews of 2-5 workers each trained under the supervision of an agency employment specialist. The workers use the agency as their home-base and are paid according to ability, based on detailed time studies of individual performance. Three work crews (one each: housekeeping, grounds maintenance, and custodial services) currently employ 15 persons full-time.

3. Enclaves/Job Stations-in-Industry:

Small crews of 2-5 persons trained by and working under the supervision of an agency employment specialist. The workers transport directly/independently to the business site and use the business as their home-base. Based on the results of time studies, workers are paid according to ability and productivity, by either the agency or by the employers. Job stations range from light manufacturing jobs to rooms cleaning at a local hotel. Approximately 40 persons currently work in placement options of this type.

4. Cluster Sites:

Groups of 6-10 workers in individual placements, working in close geographical proximity to one another, or at different locations within a large company. An agency employment specialist trains each of the workers in the cluster and after fading, continues to rotate among the workers, providing training and ongoing support, usually on a daily basis, at critical periods identified during each worker's shift. Co-workers are given responsibility for service provision during those periods of the day when the employment specialist is not physically present; the employment specialist is available via a pager to handle emergencies which may arise. Two cluster sites employing 12 individuals in jobs ranging from half- to full-time are currently operating; in all cases, individuals are employees of the companies in which they work and travel to work independently after having received transportation training from the agency. Examples of businesses providing cluster placements are: live theater; movie theater; insurance agency; furrier; cafeteria; grocery store; recycling plant; and nursing home.

5. Supported Competitive Employment:

Persons are placed and trained on-the-job in individual placements in the community. The worker is hired as an employee of the company, trained and provided ongoing support by the agency employment specialist, but responsible to the employer and paid according to ability and productivity. Fifteen persons are currently holding jobs in this placement option.

MAJOR ACTIVITIES

Clients are referred to Kaposia, Inc. by the local county human service agency. Before the state vocational rehabilitation agency agrees to pay for on-the-job training provided by an agency employment specialist, an agreement is signed with the local county human service agency in which it agrees to assume responsibility for ongoing services following the time-limited vocational training. Some referrals may also come from local school district transition programs.

Before job development begins, detailed information is collected from the client, parents or significant others, and from other existing sources to determine interests, experience, and abilities. In addition, task evaluations, situational assessments ranging in length from one to five days, and job shadowing may be conducted by agency employees.

All this information is used for career planning and to reach decisions regarding those types of employment options which appear to be best suited to the worker. The ideal toward which the organization is heading is that of one person to one job developer, a situation which would permit a very close, individualized look at personal preferences, abilities, interests, skills, and needs by one agency employee, who would then develop a job specifically for that person. During job development, detailed job site and task analyses are conducted and are used to plan for training.

Once job placement occurs, 2-3 months of intensive, on-the-job training is provided, on average, depending upon the needs of the individual and the demands of the job. Fading typically begins at this point and will continue as long as necessary, depending upon information gathered formally and informally regarding consumer, employer, and parent/significant other satisfaction with the job being performed.

Ongoing services are provided according to need; those for which it is appropriate are transferred to non-disabled co-workers while fading is occurring. Examples of ongoing support include: on-the-job follow-along with workers and their employers; training and retraining as necessary; support for homes and families regarding finances; behavior management; and integration assistance to maintain the employment position and to increase access to the community.

PROGRAM COMPONENTS

Following are descriptions of several model components which appear to be unique or outstanding and of potential interest to other service providers wishing to add similar components to their services.

Job Coach Training

A training curriculum has been developed and is used to train all agency employment specialists. Its development arose from a perceived need to recruit, train, and retain qualified employment specialists for the supported employment program. For use in the recruiting and interviewing phase, a set of minimum preferred skills and experiences has been developed. Once an employment specialist has been hired, he/she enters a 90-day training phase during which desired competencies are assessed (through demonstration and observation), taught, and re-assessed for acquisition. Tests for determining competency acquisition have been developed by an on-staff training specialist.

A hierarchy of competencies has been developed, along with a timeline across the 90-day training period during which each should have been acquired. Broad job coach competency areas which have been identified and which are taught are as follows: reinforcement; chaining/shaping; task analysis; instructional strategies and basic training techniques; and behavior management.

This training curriculum has been offered in a local community college setting as well, as a part of training leading to a two-year certification in human services.

Finally, a Job Coach Apprenticeship Program is currently being planned for implementation within the agency. In addition to addressing job coaching skills, this program will also cover job development and wage and hour rules and regulations, according to DOL standards.

Employer Training

Training has been developed and is offered as necessary or desired to employers wishing to increase their level of understanding of and sensitivity to persons with disabilities, especially those with developmental disabilities. An effort is made to increase the comfort level of the employer and co-workers regarding persons with disabilities in their company. The desirability or appropriateness of this training is determined based upon employer request or information obtained either formally or informally from the Employment Specialist, the worker, or co-workers.

Business Forums

The agency has planned and conducted two business forums for local business representatives, in cooperation with the St. Paul Chamber of Commerce. The purpose of the forums has been to inform local business leaders of the availability of Kaposia employment services and to acquaint them to the benefits deriving from supported employment placements in their companies. Approximately 100 employers have attended the forums and have been given the opportunity to talk to agency staff as well as to other employers in the area who have utilized supported employment placements. Follow-ups to forum participants have resulted in the identification of potential placement opportunities for agency clients.

Employee Advisory Committee

A group of 8-10 clients, with the help of agency staff and a local advocacy group, have recently organized into a committee to provide input to agency operations regarding their employment. Members of the committee were elected from each major agency service area component and are given the responsibility of attending bi-monthly meetings to discuss topics of concern to all clients. Committee officers have been chosen and are provided ongoing support from identified agency employees to assist them in scheduling and conducting meetings and in having their concerns known to agency management. To date, concerns of the following types have been voiced:

- how do supported employees speak up for themselves?
- who decides how employees are paid?
- who determines benefits such as days off, insurance, etc.?

OUTCOMES

During the period May 1988 - May 1989, 42 persons were placed in supported employment positions. During this time period, 32 persons had retained employment for the following amounts of time: 3 months - 12 clients; 6 months - 13 clients; 9 months - 5 clients; and 12 months - 2 clients. Average number of hours per week for which members of the group were employed was 25.5 hours, and average hourly wage was calculated at $3.59.

At the present time, 85 persons are receiving services from Kaposia, Inc. For the period ending April 1989, a total of 66 persons have worked in integrated, community-based supported employment positions, since the program was begun in 1984. For the total group, the following statistics apply:

Persons in paid community-based employment settings	Number	Percent
3 months after placement	5/8	63
6 months after placement	6/6	100
12 months after placement	8/8	100
18 months after placement	3/3	100
24 months after placement	6/7	86
over 24 months	31/34	91
TOTAL	59/66	89

Wage statistics gathered by agency staff over a period of several years and detailed below demonstrate a trend toward increasing total wages paid to supported employees, earned in the community rather than in-house, and decreasing percentages of wages paid by the agency rather than by the supported employers directly.

Year	Total Wages	Wages Earned in Community	Wages Paid by Agency
1985	$ 44,000	$ 35,000	$ 32,000
1986	97,000	91,000	68,000
1987	178,000	168,000	90,000
1988	272,000	270,000	98,000

COSTS

Costs for operating the supported employment program on an annual basis are as follows:

Category	Amount
Personnel	$752,625
Facility/Space	69,755
Materials	29,260
Transportation	61,750
TOTAL	$913,390

STAFF

The following staff are involved in providing services:

Job Title	Number of Staff	Time	Role
Employment Specialist	15	100%	Job Coaching; Case Management
Job Developer/Team Leader	4	100%	Staff Supervision; Site Management
Placement Specialist	2	100%	Job Development; Follow-Along
Support Personnel	4	100%	Staff Consultation; Referrals on matters such as community integration and behavior management

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Regional Rehabilitation Exchange

SUPPORTED EMPLOYMENT SERVICES

Validated September, 1987
Updated September, 1989

S.T.E.P., Inc.

ORGANIZATIONAL MISSION

To provide community-based employment options and associated support services to chronically mentally ill individuals.

ORGANIZATIONAL PROFILE

S.T.E.P., Inc. is described as the only free-standing supported employment program in the United States for individuals with chronic mental illness. It is located in the downtown section of Baltimore, and it serves a large urban area which has provided opportunities for placements in community businesses made on an individual basis, according to the supported job model. The program offers vocational evaluation, vocational development, onsite training and supervision following job placement, and ongoing onsite supervision and follow-up. Referrals to the program come mainly from seven community mental health rehabilitation programs located throughout the metropolitan Baltimore area; other sources of referrals are the state vocational rehabilitation agency and individuals themselves. Many of the referrals have a history of multiple hospitalizations and approximately 25 percent have never been previously employed. Work histories for those persons who have worked are characterized as being very fragmented, in that they generally reflect a succession of jobs, each lasting from two days to two weeks. On the average, most program clients have been unemployed several years before referral to the program.

A detailed database describing client characteristics has been compiled as a result of a federal research grant awarded to the program. Approximately 80 percent of program referrals are recipients of Supplemental Security Income (SSI). Half have an educational background of less than a high school education; approximately one-quarter each have had some high school or have an education beyond the high school level. Sixty percent of the client base is male; forty percent is female. Clients are characterized as having a mean of two previous hospitalizations before referral to the program.

CONTACT PERSON

Ms. Patricia A. Dieter
Executive Director
Schapiro Training and Employment Program (S.T.E.P., Inc.)
11 East Chase Street, Suite 5A
Baltimore, Maryland 21202
(301) 625-1877

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Chronic Mental Illness (schizophrenic, manic-depressive, severe character disorders)

Age Range: 18-56 years
Mean = 34 years

Educational Range: no high school through college graduate

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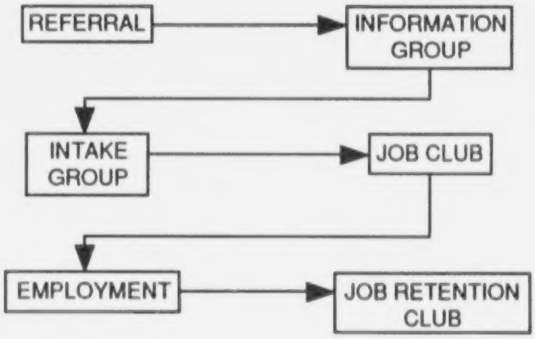

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(512) 476-6861 (Voice/TDD)

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TRANSITIONAL SERVICES

Easter Seal Society of Tarrant County

El Centro Community College

Project PASSAGE - Klein Independent School District

Project PULSE - Klein Independent School District

Regional Rehabilitation Exchange

June, 1989

TRANSITIONAL SERVICES

Easter Seal Society of Tarrant County

CONTACT PERSON

Mr. Jess L. Hall
President
Easter Seal Society of Tarrant County
617 Seventh Avenue
Fort Worth, Texas 7[illegible]4-2799
(817) 336-8693

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Hearing Impairment/Deafness
Amputation
Orthopedic Impairment
Spinal Cord Injury
Head Injury
Neurological Disorders
Speech Disorders
Multiple Disabilities
Work Related Injuries

ORGANIZATIONAL SERVICES/ACTIVITIES

Speech and Hearing
Work Assessment
Physical and Occupational Therapy
Work Hardening
Head Injury Rehabilitation
Job Placement

ORGANIZATIONAL MISSION

The Easter Seal Society of Tarrant County provides comprehensive physical and work rehabilitation services to assist persons achieve their maximum level of personal independence in the community.

ORGANIZATIONAL PROFILE

The Easter Seal Society of Tarrant County is a private, non-profit organization affiliated with the National Easter Seal Society. It is located in the midst of a large medical complex in Ft. Worth, Texas. The organization as a whole occupies a four-story building and offers a wide range of rehabilitation services on an outpatient, non-residential basis. Major organizational components include: Audiology Services, Epilepsy Services, Comprehensive Rehabilitation Services, Case Management Services, Worker Rehabilitation Services, and Head Injury Services. The organization serves persons with severe disabilities. These individuals are those who have mental and/or physical impairments which result in a substantial loss of functional capacity and restriction of activity due to medical factors. These individuals will normally require multiple rehabilitation services over an extended period of time. Easter Seal Society of Tarrant County is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) and is also a United Way agency.

PROGRAM DESCRIPTION

PROJECT GENESIS

Project Genesis is one component of the Head Injury Services department of Easter Seal Society of Tarrant County. Head Injury Services is a comprehensive program uniquely designed to maximize an individual's potential for successful independent living. Goal-oriented therapy programs using state-of-the-art techniques facilitate a smooth transition back into society and into competitive employment, if appropriate. By using a comprehensive approach to rehabilitation, Head Injury Services is able to focus on each client's specific personal needs, as well as on individual talents and ambitions. In addition to Project Genesis, the Head

Injury Services department also offers: Expanded Horizons, a long-term intervention designed for catastrophically head-injured persons; a Work Activity Program; Pre-Driving Evaluation; and Stress Management/Biofeedback Training.

Project Genesis was begun in 1984; it is a 9- to 12-month program specifically designed to assist individuals who demonstrate potential for competitive employment, to return to the competitive workplace. These individuals with head injuries may have physical as well as cognitive disabilities.

MODEL ACTIVITIES

Clients are referred to Project Genesis by Texas Rehabilitation Commission or by insurance companies. They must submit a completed application form containing pertinent medical information and a current neuropsychological evaluation. Completed applications are reviewed and potential clients are interviewed by the Head Injury program team before being admitted to Phase A of the program: a one-month comprehensive evaluation and assessment. At the end of Phase A, an individual treatment plan is developed by program staff with input from and approval by the client and family members/significant others.

Phase B, a cognitive retraining phase, lasts for 5-7 months and follows the Individualized Treatment Plan. Clients are involved in program activities for a minimum of four hours per day and are provided daily remediation in the following areas, using a modular approach:

Cognitive: Activities address deficits such as memory, reasoning, problem-solving, and reaction time by using specialized computer software.

Pre-vocational Training: Realistic employment goal setting is discussed and employment interview skills are developed and practiced using role-playing and videotaping.

Communication Skills: Activities focus on effective appropriate communication in the work setting.

Community: Clients are helped to adjust to their disabilities and functional deficits by using biofeedback training to reinforce positive coping strategies and relaxation strategies.

Fitness: Activities address fatigue and stamina problems typically experienced by clients and help to build endurance for a full, eight-hour work day.

During Phase B, clients and family members meet formally with program staff for monthly progress meetings. In these meetings, individual client goals are discussed, as well as progress made during the past month.

At the completion of Phase B, the client must be able to maintain a 6-8 hour workday before entering Phase C of the program, in which a job trial is arranged in the community and is monitored by program staff for the following 3-5 months. During this time, the client is given the opportunity to work in a "regular" employment position and obtain additional work experience. Job matches during this monitored job trial phase are made based upon the results of previously conducted job skills/preference assessments in which "splinter skills" are identified and their transferability to the workplace is assessed.

Some job trials are arranged on a voluntary basis, but the majority are paid positions, coinciding with standard three-month probationary periods. During this phase, program staff are involved in setting up the job trial placement, assisting clients with the transition to the work environment, monitoring client progress, helping in problem-solving, providing ongoing counseling and support, and acting as liaison with the job trial employer. Program staff may go the trial job site as often as every day, all day, or as little as twice weekly for 1-2 hours at a time, depending upon individual client needs. At the successful completion of three months of job trial, the client is discharged from the program.

Trial placements often lead to permanent placements in the company or may facilitate competitive placements in similar jobs, but in different companies. If the client is not hired competitively at the time of discharge, program staff continue to assist with placement until employment is obtained. Follow-up of clients and employers is continued for one year after placement, once every month for the first three months, then every three months thereafter. After the first year, follow-up is made on a semi-annual basis, depending upon the client's need.

Movement from Phase A to B to C is self-paced, although completion typically requires 9-12 months. An attendance rate of 95% is required in order for clients to complete the process. During the period July 1987 - June 1988, clients in the Genesis Program:

- ranged in age from 19 to 55 years of age,
- had an average age of 27 years,

PROJECT GENESIS

- had achieved, on average, an educational level of 12th grade, and
- ranged in education level from 8th to 12th grade.

A total of 30 clients entered the program during this period. Program staff make a very strong effort to limit each "class" to 10-12 persons, in order to maintain a staff/client ratio no smaller than 1 to 3. The major steps through which a "typical" client would progress in Project Genesis are as follows:

- Referral
- Interview with Head Injury program team
- Admission to Assessment Phase
- Development of Individual Treatment Plan
- Entry into Cognitive Retraining
- Placement in a Job Trial Setting
- Discharge/Job Placement
- Follow-up

EXPANDED HORIZONS PROGRAM

As a result of having some clients referred to the program whose head injuries are catastrophic, the Expanded Horizons Program was begun. Clients may participate in this program indefinitely, as long as benefit is derived and progress continues. Meetings with family members or significant others are scheduled quarterly to discuss the client's progress and to re-assess individual program goals and objectives. The four major program components covered in Expanded Horizons are:

***Daily Living Activities* : appropriate behavior training for daily living**

***Social and Recreational Activities* : arts, crafts, guest speakers, and field trips**

***Communication Skills:* training to develop appropriate verbal interaction**

***Pre-vocational Activities:* exercises to develop appropriate work behavior**

OUTCOMES

During the period July 1987 - June 1988, 30 persons with traumatic brain injuries entered Project Genesis. Of this number, 20 were placed in competitive employment positions, 2 entered other educational/training programs, 2 failed to be placed in competitive employment, and 6 continued in Project Genesis or entered Expanded Horizons. Since the program's inception in September 1984, competitive employment placement rate for all clients entering Project Genesis has been 80%.

Those clients who entered competitive employment can be described as follows:

Occupational Category	Number	Pay Range
Professional, Technical, Managerial	1	$4.00
Clerical and Sales	7	$3.50 - 6.25
Service	5	$4.00 - 5.50
Machine Trades	4	$6.00 - 7.00
Bench Work	3	$4.00 - 5.50

Examples of types of jobs into which clients have been placed and maintained are: secretary; mail clerk; distribution clerk in a central supply room; newspaper clerk; assembler of pharmaceutical kits; X-ray technician aide; apartment maintenance.

COSTS

Start-up costs for a program of this type, depending upon size, availability of staff and equipment, and community need, are estimated at $50,000 - 75,000. Fees for program involvement are as follows:

Phase A (one month): $2210

Phase B (5 - 6 months): $2210/month

Phase C (3 - 5 months): $1050/month

STAFF

Staff providing services in Project Genesis are shared with other programs in the organization's Head Injury Services Department. The amount of time each staff person spends in Project Genesis will vary depending upon the number of clients in the program at any one time, relative placement of clients across the three project phases, and individual client needs.

Project staff are as follows:

Job Title	Number	Time	Roles
Director	1	Full	Administration/Planning/PR
Program Specialist/ Community Liaison	1	Full	Client training/supervision, Community development
Program Specialist	1	Part	Client assessment/training
Rehabilitation Specialist	1	Part	Client training/monitoring
Community Re-entry Specialist	1	Part	Job trial supervision/job placement
Clerical Assistant	1	Part	Clerical/billing/filing

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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Regional Rehabilitation Exchange

TRANSITIONAL SERVICES

Validated November, 1987
Updated September, 1989

El Centro Community College

CONTACT PERSON

Ms. Leslie Skibell
Program Director
Computer Programmer Training for the Physically Challenged
El Centro Community College
Main and Lamar Streets
Dallas, Texas 75202
(214) 746-2413

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Quadriplegic
Visually Impaired/Blind
Paraplegic
Amputation
Multiple Sclerosis
Hearing Impaired/Deaf
Cerebral Palsy
Back Injury
Other Severe Physical Disabilities

Age Range: 21 to 25 years (31 %)
26 and up (69 %)

Educational Range: High School graduate/GED to college degreed

ORGANIZATIONAL MISSION

To provide computer programmer training opportunities to persons who are physically challenged by coordinating education, rehabilitation, and business resources in the community.

ORGANIZATIONAL PROFILE

The Computer Programmer Training for the Physically Challenged (CPTPC) program is offered by El Centro College, a branch campus of the Dallas County Community College District located in the downtown area of the city. The El Centro campus serves approximately 6,000 students and is accessible to persons with disabilities. Special support services are available to disabled students and include mobility assistance, interpreters, readers, note takers, etc. Other services are available in the form of access to the student health center, placement center, and stress labs. All students are encouraged to participate in campus cultural and social activities. The CPTPC program is administered by the college's Continuing Education Division.

Computer Programmer Training for the Physically Challenged

PROGRAM DESCRIPTION

The Computer Programmer Training for the Physically Challenged program, developed with technical support from the IBM Corporation, is one of 31 programs throughout the United States. It utilizes a model in which education, rehabilitation, and business are brought together in an effort to train severely physically disabled individuals in computer programming. The program serves the community by enabling qualified individuals to acquire skills in a high demand occupation and assists business and industry by providing a well-trained resource to fill the many job openings in this rapidly changing field.

A significant ingredient in the program's success is the Business Advisory Council (BAC) which is made up of top data-processing managers representing over 40 Dallas companies. Members of the BAC participate in student selection, curriculum development, work evaluation, and student placement. With direct involvement of business professionals in planning operations, the CPTPC program trains students specifically to the expectations of businesses which will hire them. The BAC meets monthly to discuss program operations. Council members visit the classroom regularly to meet students, give guest lectures, participate in student performance evaluations, tutor, and assist in the placement process.

Student eligibility to enter the CPTPC program is determined by the Texas Rehabilitation Commission or the Commission for the Blind. Eligible candidates must possess the following characteristics:

- severely or catastrophically disabled according to the definitions of the Texas Rehabilitation Commission or the Texas Commission for the Blind;
- high school diploma or GED;
- above average intelligence;
- twelfth-grade reading comprehension;
- scores at or above the 50th percentile on a computer programmer aptitude battery;
- sitting tolerance of at least eight hours per day;
- ability to write legibly or use a typewriter; and
- an acceptance of their disability.

Referral information on each applicant includes a current psychological evaluation and medical information. Additional entrance requirements include interviews with the Program Director and two members of the BAC.

MODEL ACTIVITIES

The CPTPC program began in September 1985. It is a ten-month, highly intensive training program comprising eight months of classroom training and two months of internship in a corporate environment. The major focus of training is business applications programming, using COBOL. The curriculum also includes business communications, resume preparation, job seeking and maintenance skills, corporate visits, guest lectures, and use of tutors from industry. Counseling is available to students from qualified staff. The training is geared toward the student's academic and personal skill development and is offered through a combination of classroom lectures, workshops, laboratory activity, and on-the-job (internship) experiences.

The BAC Student Selection Committee interviews applicants and reviews applicant credentials in regard to potential to succeed as programmers. The curriculum is developed by members of the BAC who poll local companies to identify which programming skills their programmers utilize. Competencies based on those needed skills are developed and instruction is delivered in a simulated business environment by an instructor with extensive COBOL experience in an IBM/MVS environment. The BAC Evaluation Committee invites local information system professionals to participate in four formal student evaluations which assure that the students are learning the curriculum material to a satisfactory level. The BAC Internship/Placement Committee helps to acquaint the students with the employment market as well as to develop the skills necessary for resume completion, application preparation, and job interviewing.

The internship places the student in a business environment similar to that in which he/she will be working upon completion of the program. By working as a student without salary in an entry level position in the internship company, the student is able to improve individual programming skills and better understand the working relations within a data-processing department. There is neither an actual nor an implied obligation on the part of the internship company to hire the student upon completion of the program. Neither internship nor placement is promised or guaranteed to any student.

The CPTPC program accepted blind students into its second class. Talking terminals, taped and brailled materials, and a braille printer were acquired. These students were required to attend a one-month training session prior to the beginning of classes in order to learn the operation of the talking terminal. Deaf students were admitted in the third year. No additional equipment was needed; two interpreters provide services to the deaf students all day during the classroom training.

The program begins in September of each year. Class size is currently limited to 18 students to allow for as much individual attention as possible to be provided. The curriculum is updated yearly, with input from the BAC, in order to maximize responsiveness to the needs of the local business community.

All members of the BAC assist in job placement activities; commitments are sought from BAC members to provide internships at the end of the training period. Those students who are not offered employment at the end of the internship period receive placement assistance from the BAC, Texas Rehabilitation Commission, Commission for the Blind, and program staff. The Texas Commission for the Blind is responsible for followup of their clients for the first year of employment. In addition, the Program Director keeps a written report on each student for a period of one year. Communication between the Program Director, employee, and employer are kept open at all times to ensure the employee's success on the job. A student alumni club was organized at the end of the program's first year.

OUTCOMES

Since the beginning of the program, the following outcomes have been documented:

- of sixteen students graduating the course in 1986, all have been competitively placed and have maintained employment for sixty days or more;
- of twelve students graduating the course in 1987, all have been competitively placed and have maintained employment for sixty days or more;
- of twelve students graduating the course in 1988, nine have been competitively placed and have maintained employment for sixty days or more;
- of ten students graduating the course in 1989, eight were competitively placed immediately following internship;
- placements of graduates have been in computer programming positions in local business and industry settings, with annual salaries ranging from $16,000 to $30,000;
- graduates of previous training classes have frequently returned to contribute to the ongoing training of current students by presenting lectures and by acting as tutors;
- the CPTPC program has been used as a model for the development of new projects in other locations, both within and outside the state of Texas, under the auspices of the IBM Federal Systems Division; and
- the CPTPC program, BAC, and El Centro College have been recognized by the Dallas Mayor's Committee and the Governor's Committee for the Employment of the Disabled for their outstanding achievements in training persons with disabilities.

COSTS

Costs for providing computer programmer training on an annual basis are as follows:

Category	Amount	
Personnel	$151,200	
Materials	14,300	
Equipment	0	(Donated)
Transportation	0	
Other	16,000	
TOTAL	$181,500	

STAFF

Job Title	Number of Staff	Time	Role
Program Director	1	90%	Administration/Management; Community Liaison
Program Assistant	1	100%	Screening; testing; preparing reports; promotional activity
Instructional Aide	2	100%	Assisting Instructor; helping with equipment and materials
Program Manager/Instructor	1	100%	Instruction; curriculum development; student evaluation; placement

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Regional Rehabilitation Exchange

June, 1989

TRANSITIONAL SERVICES

Klein Independent School District

CONTACT PERSON

Ms. E. Eileen Humphrey
Director
Project PASSAGE
Klein Independent School District
7200 Spring-Cypress Road
Klein, Texas 77379-3299
(713) 376-4180
PASSAGE Office - ext. 293
Ms. Humphrey - ext. 292

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Young Adults, ages 16-25, with:
any disability or handicapping condition
(individual or multiple disabilities)

ORGANIZATIONAL SERVICES/ACTIVITIES

Personal/Social Adjustment
Psychosocial Services
Vocational Evaluation
Independent Living Training
Follow-up and Supportive Employment
Vocational Development
Transitional Employment in Community
Job Placement

ORGANIZATIONAL MISSION

The goal of Project PASSAGE is to train and assist young adults with disabilities to obtain and retain community employment in unsheltered "real-world" jobs, meeting community standards for employment, by implementing the PASSAGE transitional training program.

ORGANIZATIONAL PROFILE

Klein Independent School District is located in a suburban area on the northwestern edge of Houston and Harris County. Project PASSAGE is a component of the school district's Transitional Services Department and began in June 1983 as a model project funded by the Texas Planning Council for Developmental Disabilities. During the three years of funding, the project developed a close association with the Texas Rehabilitation Commission, which now funds 63 percent of the costs for program operation, the remaining costs being paid by Klein Independent School District.

PROGRAM DESCRIPTION

Project PASSAGE serves young adults ages 16-25 in Klein and other surrounding school districts. Its history of success is related to its strong community linkages to service providers, employers, parents, churches, local psychiatric hospitals, all of which provide input to the direction in which the program will grow. The program constantly changes to meet the everyday changes of the real world. Referrals to the program can be from any number of sources: local area school districts; parents; mental health centers; probation authority; other local service providers and the general community. Program intake results in the production of an Individual Transition Plan based on the results of required assessments (vocational, psychological, educational, medical) and with the input of the client and family members. Four levels of training are available to program participants; they vary according to the amount of client supervision and restriction which they offer. Movement from lower levels to higher levels is encouraged. All upward movement is characterized by a reduction in the restrictions placed on the participants, from Level I (most restrictive) to Level IV (least restrictive). Project PASSAGE focuses each client's training on identified strengths, rather than weaknesses.

PROJECT PASSAGE

Level I provides training in the PASSAGE Training Center, with constant supervision, and includes work adjustment training, contract work, downtime training, computer awareness, and job awareness. In addition, it offers personal/social adjustment training.

Level II offers community-based evaluation in transitional work settings, in which clients are placed and trained in at least three training positions. The client is assessed daily by the PASSAGE staff and monthly by the employer. The Transitional Work Setting does not take the place of a paid employee's position.

Level III provides for permanent vocational placement in a community job setting, either part-time or full-time. Clients are placed on an individual basis. Interests, capability, disability and job availability are taken into account when job placement is provided. Job placement is the ultimate goal of Project PASSAGE. On-the-job training is provided by the program staff, if necessary, for a short time.

Level IV provides for frequent client and employer follow-up, with a gradual reduction in frequency as the client's job performance stabilizes. During the first month of placement, the client is contacted daily, either on the job or by telephone. After the first month, the level of follow-up is reduced until clients are contacted semi-monthly. Supportive Ongoing Services (SOS) include meetings held twice per month in which clients are encouraged to attend to discuss positive and negative job occurrences. This interaction provides the staff with information in the event that intervention on the job is necessary.

MODEL ACTIVITIES

Regardless of placement level, all clients are offered additional services by Project PASSAGE. Some of the services include leisure/recreation training and activities, driver's education preparation and assistance, transitional and vocational counseling, family guidance and support, and referral to other service providers, as necessary, e.g., state vocational rehabilitation, mental health centers, independent living centers, Goodwill Industries, trade schools, or colleges. Throughout the service continuum, evaluation procedures are implemented to ensure the success of the program and the quality of services. Examples of these evaluation activities are as follows:

- Personal/Social Adjustment Training Progress Report (monthly)
- Work Adjustment Training Progress Report (monthly)
- Individual Transition Plan And Review (as often as needed to continue a progressive training program for each client)
- Social Behavior Checklist
- Transitional Work Setting Evaluation (monthly by employer)
- On-the-job Evaluation (as necessary)
- Employer Survey (upon satisfaction that client is successfully placed)

MENTORSHIP TRAINING

A component that was developed for application in the transitional work setting that has resulted in positive program outcomes is that of Mentorship Training, defined as one client training another in a transitional work setting. This concept was introduced to (1) improve individual worker self-concept and (2) provide relief to transitional employers who provide training and support for clients.

The mentorship training process is as follows:

On-the-job training is provided to the worker by Project PASSAGE staff and the employer. Once the worker reaches optimum performance and is considered ready to leave the transitional work setting and move to the next level of employment, he/she is given the opportunity to provide on-the-job training to a new worker who will enter the job setting. This training situation permits a Project PASSAGE staff member to assess the first worker's job understanding as well as communication skills. When the new worker has been taught and has learned the basic job routine, the employer continues with more specific training. Finally, when the new worker has reached a specific level of competence in the job and is ready for movement to the next employment level, he or she becomes a mentor for another worker. The process is ongoing and offers benefits to the worker, the employer, and Project PASSAGE staff.

PROJECT PASSAGE

Project PASSAGE clients are invited to attend many program functions to successfully continue both vocational and personal/social activities. A client newsletter, the TIMECLOCK, is mailed to the clients each month. The newsletter encourages vocational goals and stresses the importance of obtaining and retaining a job. Many aspects of the program are announced in the newsletter, as are important meetings and events. The newsletter is one step in keeping communications open between PASSAGE staff and clients.

Another service provided by Project PASSAGE is a Telephone Directory for Members Only. This booklet encourages clients to interact in the community environment. Each client is encouraged to step beyond the activities primarily aimed at persons with disabilities and to become a part of the real-world environment. Success evidences itself in the personal/social domain and transfers to the vocational realm. The booklet also encourages car-pooling for training, for working, for social activities, etc. "Members Only" is another way of encouraging and maintaining open communications.

Project PASSAGE also provides entertainment to the clients through parties, luncheons, and field trips. The goal in mind is to encourage the clients to access their community. Each activity is planned with the assistance of the clients, with training given by the staff to help guide the clients.

Project PASSAGE constantly changes the services it offers and adapts to meet the demands of the changing world. It is this flexibility that allows Project PASSAGE, the staff, and the clients to grow and prosper.

OUTCOMES

During calendar year 1988, a total of 83 clients participated in Project PASSAGE activities. Across this time period, 64 were placed in competitive employment positions, for a placement rate of 77 percent. Of the remaining 19 persons, 9 entered other educational/training programs, 3 entered on-the-job training programs, 3 failed to be placed in competitive employment positions, and 4 dropped out of the program. Those clients who entered community-based employment positions and maintained their employment for 90 days can be described as follows:

Occupational Category	Number	Pay Range
Professional, Technical, Managerial	2	$6.00 - 12.00
Clerical and Sales	10	$3.35 - 7.00
Service	8	$3.35 - 4.50
Agriculture, Fishery, Forestry	6	$3.35
Machine Trades	2	$7.50
Bench Work	5	$4.50
Structural Work	3	$6.00
Miscellaneous	28	$3.75

Examples of types of jobs into which clients have been placed and maintained are:veterinary assistant; nursery/child care worker; telephone assembly; sacker at grocery store; warehouse worker; food service; floral assistant; auto detailing; butcher; lawn care; construction; dishwasher.

COSTS

Start-up costs for a similar program, with comparable staff and services, are estimated at $125,000 - $140,000 per year.

STAFF

Job Title	Number	Time	Roles
Director	1	50%	Administration/Counseling
Community Job Developer	1	100%	Developing transitional work sites and securing job placements
Trainer/Dissemination Specialist	1	100%	Training clients, disseminating project information
Data Coordinator/ Bookkeeper/Trainer	1	100%	Collecting/updating statistics, training clients

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June, 1989

TRANSITIONAL SERVICES

Klein Independent School District

CONTACT PERSON

Ms. E. Eileen Humphrey
Director
Project PULSE
Klein Independent School District
7200 Spring-Cypress Road
Klein, Texas 77379-3299
(713) 376-4180
PULSE Office - ext. 291
Ms. Humphrey - ext. 292

ORGANIZATIONAL CLIENT POPULATIONS SERVED

Young Adults, ages 16-25, with Learning Disabilities:

Secondary Disabilities may include some of the following:

- **Emotional Disorder**
- **Attention Deficit Disorder**
- **Scoliosis**
- **Hearing Impairment**
- **Diabetes**
- **Speech/Language Impairment**

ORGANIZATIONAL MISSION

The goal of Project PULSE is short-term vocational training with the primary emphasis on supportive follow-along services for young adults with learning disabilities between the ages of 16 to 25 years. These young adults may be in school, or may have been diagnosed as high risks, and PULSE services assist in the transition from school to community employment.

ORGANIZATIONAL PROFILE

Project PULSE is one of the three components of Klein Independent School District's Transitional Services Department. Klein is located in a suburban area on the northwestern edge of the city of Houston and Harris County. Project PULSE began in October 1987 as an outgrowth of Project PASSAGE, realizing the unique individual needs of the young adult with learning disabilities. Project PULSE is a successful link between the Klein Independent School District and Texas Rehabilitation Commission in serving this vulnerable population.

ORGANIZATIONAL SERVICES/ACTIVITIES

Psychosocial Services
Vocational Assessment - Aptitute & Interest
Independent Living Training
Occupation Awareness
Job Placement
Employment Preparation Training
Job Readiness Training
Driver's Education Training
Personal/Social Adjustment Training
Work Adjustment Training
Computer Awareness
Follow Along Services
Job Search
Job Coaching
Job Counseling
Supportive Employment

PROJECT PULSE

PROGRAM CHARACTERISTICS

Project PULSE is designed to be a short, intensive, fast-track vocational training program for young adults with learning disabilities between the ages of 16 and 25 years. Each client is placed expeditiously and provided with highly individualized supportive employment determined by the client's unique needs. After job placement, the PULSE staff makes frequent on-site visits to the client and the employer. When the job situation requires, the PULSE staff will meet jointly with client and employer to help reinforce their working relationship. Once the client's job performance has stabilized to a level acceptable to the employer, the PULSE staff will schedule less frequent on-site visits, with telephone follow-up taking place on a regular basis to gather information from the employee and the employer regarding job performance. This unique approach to supportive employment has proven to yield the greatest level of employment success for individuals with learning disabilities.

PROGRAM DESCRIPTION/MAJOR ACTIVITIES

Project PULSE serves young adults with learning disabilities between the ages 16-25, from Klein and other surrounding school districts. Many of these students, or former students, had been lost to "regular" transitional services because of their learning disabilities. Since its inception, Project PULSE has successfully linked service providers, community resources, employers, agencies, and school districts to bridge gaps in services and help overcome the barriers to successful school-to-work transition for these individuals.

Most referrals to the program come from Klein I.S.D., but other surrounding school districts also refer appropriate clients. The program also accepts self-referrals, or referrals from parents of students who have dropped out of school. Following the program intake process, an Individual Transition Plan is developed with the input of the client and family members. Assessment information of the following types must be provided to program staff before a client is admitted: vocational, psychological, educational, and medical.

JOB ENRICHMENT TRAINING (JET)

Job Enrichment Training is an intensive, one-week training course provided at program headquarters. It is designed to be fast-paced, in response to the tendency of earlier program participants to become impatient and drop out of the program if it were moving too slowly. During this training, the following topics or activities are covered:

- **self-evaluation and self-awareness**
- **recognition of personal and vocational strengths**
- **recognition and acceptance of the learning disability**
- **implications of the learning disability**
- **ways of compensating for the learning disability**
- **vocational aptitude/interest testing**
- **application review and resume writing**
- **job interview role-play and videotaping**
- **job integration skills, including appropriate behavior**
- **peer evaluation in such areas as grooming, appearance, and behavior**
- **visits to JET by local employers and community service representatives**
- **developing successful approaches to independent living**
- **utilization of community resources**
- **effective money management**
- **developing ways to find and keep employment**

In addition, for those clients for whom it would be appropriate, an extended training course is available and includes personal/social adjustment training, job readiness training, work adjustment training, job counseling, driver education, and computer awareness training. For those program participants who have dropped out of school, G.E.D. assistance is provided. Activities covered in this area include pre-testing, study skills training, tutoring, post-testing, help in applying for G.E.D. testing, and follow-up.

Once the Individual Transition Plan has been developed, each client is treated uniquely and needs are met through Job Enrichment Training (JET), independent living skills training, work adjustment training, job search, job placement according to abilities and interests, and intensive follow along services. To facilitate maintaining employment, Supportive Ongoing Services (SOS) meetings are held twice per month, leisure time/recreation activities are scheduled, and personal and family counseling are offered.

Clients may be placed in an "interim" employment position, until an appropriate/preferred position becomes available; the emphasis is to begin to obtain job experience and to continue looking for a "better" job during this time. When a sufficient amount of real work experience has been obtained, clients are then placed in community job positions, either part- or full-time, and intensive on-the-job training by a PULSE staff member is available when needed.

Fading by the Job Coach begins once job performance has stabilized to a level acceptable to the employer, with on-site and telephone follow-up taking place on a regular basis to gather information from the employee and from the employer regarding job performance and the need for any addition on-the-job training. During the follow-up, there is an emphasis on the "whole-life" aspect of the program, designed to support all areas of the client's life, in an effort to facilitate job maintenance. To this end, a Supportive Ongoing Services letter is mailed to every client twice per month, expressing work-related goals and instruction and giving encouragement in successful job retention. Invitations are also extended to attend bi-monthly meetings for vocational and life support; community resources are made available during these meetings, e.g., local employers, probation officers, psychiatric hospital personnel, and substance abuse counselors.

OUTCOMES

During calendar year 1988, a total of 106 clients participated in Project PULSE activities. Over this time period, 87 were placed in competitive employment positions, for a placement rate of 82 percent. Of the remaining 19 persons, 9 entered educational/training programs, 3 entered on-the-job training programs, and 7 had not yet been placed in competitive employment positions. Those clients who entered competitive employment positions and maintained their employment for 90 days can be described as follows:

Occupational Category	Number	Pay Range
Professional, Technical, Managerial	6	$3.35 - 6.25
Clerical and Sales	6	$3.35 - 6.25
Service	52	$3.35 - 5.00
Agriculture, Fishing, Forestry	5	$4.25 - 5.00
Machine Trades	7	$3.35 - 9.00
Bench Work	5	$3.35 - 4.25
Structural Work	4	$4.25 - 5.00
Miscellaneous	2	$4.25 - 5.00

Examples of types of jobs into which clients have been placed and maintained are: receptionist/office assistant; pet store assistant; auto mechanic; assistant welder; sacker; warehouse worker; stocker; day care assistant; retail - garden shop; waitress/waiter; machinist; jewelry maker; cosmetologist; florist; woodcrafter; cook; assembly line worker; airline worker: airline baggage security; tree/lawn service; movie theater; roofer; automobile dealership; host and hostess; corporate employee; photographer; housekeeping; country club employee; mover; salesclerk.

COSTS

Start-up costs for a similar program, with comparable staff and services, are estimated to be approximately $80,000 per year. Actual operating expenses for 1988 were $65,000; this figure includes staff salaries/benefits, travel, and supplies. Expenses for space, utilities and telephone are contributed by the school district.

STAFF

Project PULSE staff are as follows:

Job Title	Number	Time	Roles
Director	1	50%	Administration, Counseling, Training, Job Placement
Case Manager	1	100%	Training, Job Development and Placement
Vocational Placement Spec.	1	100%	Training, Job Placement
Dissemination Spec./ Data Coordinator/ Secretary	1	50%	Collecting & updating statistics, Clerical work, Job Placement

FOR FURTHER INFORMATION ON THIS OR OTHER EXEMPLARY PROGRAMS CONTACT:

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The contents of this publication were developed under a grant from the National Institute on Disability and Rehabilitation Research, Department of Education, Cooperative Agreement H133D80006. However, these contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the federal government. All programs administered by and all services provided by the Regional Rehabilitation Exchange of the Southwest Educational Development Laboratory are rendered on a non-discriminatory basis without regard to handicap, race, color, sex, age, or national origin in compliance with appropriate state and federal laws and regulations.